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ABSTRACT

Intended to encourage children of all ages to read over the summer, this manual presents library-based programs, crafts, displays, and events with a medieval theme. The chapters of the manual are: (1) Introductory Materials; (2) Goals, Objectives and Evaluation; (3) Getting Started; (4) Common Program Structures; (5) Planning Timeline; (6) Publicity and Promotion; (7) Awards and Incentives; (8) Parents/Family Involvement; (9) Programs for Preschoolers, including display ideas, flannel board stories, origami, puzzle stories, songs, crafts, activities, plays, crafts, recipes, medieval clip art, and a preschool bibliography; (10) Programs for School Age Children, including entertainment programs, songs, activities, and a school age bibliography; (11) Programs for Young Adults, including activities, a medieval menu, and a young adult bibliography; (12) Special Needs; and (13) Resources, including people, companies, and materials. A master copy of a reading log and reading program evaluation form are included. (AEF)

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ED 429 604

Readers
of the
Round
Table
KENTUCKY-ARIZONA READING PROGRAM

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The 1998 Joint Kentucky - Arizona Reading Program

IR057328

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State of Arizona
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GLADYSANN WELLS
Director

MARY JOHNSON
Deputy Director

December 21, 1997

Dear Reading Friends,

For nearly a quarter of a century, Arizona has encouraged young people to read during the summer months. Last year, Arizona and Kentucky joined forces and talents to strengthen both of our summer reading programs through a collaborative effort. We are thrilled this partnership continues to enhance our message about the importance and fun of reading.

This year's theme, Readers of the Round Table, gives us an opportunity to help children (and adults) explore history AND their own imagination. Many of the greatest thinkers of all time, including Albert Einstein, believed that imagination is one of our most important resources for living and for thinking. This year's theme allows us to invest some time experiencing an important time in our history and our Western mythology...all through activities planned around encouraging reading.

I hope that the wonderful materials made available through this program and the guidance of the manual will help you embellish your summer reading program -- reaching more young people than before.

From all of us at the Arizona Department of Library, Archives and Public Records-- welcome to the world and wonder of Arthur and the Knights of the Round Table. Happy reading!

GladysAnn Wells

An Equal Employment Opportunity Agency

aul E. Patton, Governor
Roy P. Peterson, Secretary
Education, Arts & Humanities Cabinet
James A. Nelson, State Librarian
and Commissioner

Kentucky Department for Libraries & Archives
An agency of the Education, Arts & Humanities Cabinet

December 19, 1997

Dear Summer Reading Partner:

With one joint Summer Reading Program under our belts, we can all look forward to the next Kentucky/Arizona effort in 1998. Last year's program was very successful and helped us connect with many young readers. This year's theme, Readers of the Round Table, should generate as much enthusiasm as our trip to the stars did last summer. From my early summer reading experiences, I harbor many pleasant memories of the fanciful days of Knights with virtues which shined as brightly as their armor, so this will be a nostalgic trip for me.

We appreciate the efforts of the hard working professionals in both our states who make all this work at the local level, and I am especially proud of our state staffs who are coordinating this effort. It's a good idea well executed, and I know, as do all who will participate in this program, that it's the people who make it work.

Good luck and good reading!

Sincerely,

James A. Nelson
State Librarian and Commissioner

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MISCELLANEOUS

  Master Copy Of Reading Log
  1997 Arizona-Reading Program Evaluation

Introduction

From the suggestions gathered from years worth of Arizona Reading Program (ARP) evaluations, the ARP committee chose *Readers of the Round Table* as the theme for the 1998 reading program. Since the medieval theme was so prevalent in the evaluations, the committee members quickly began thinking of exciting crafts, plays, programs, displays and events that could be tailored to fit into knights, dragons, "damsels in distress", heraldry, King Arthur, the Round Table and castles. The result of this "corporate thinking" is in your hands! Another terrific manual full of programs from preschool to young adults and a section for those with special needs!

In this manual, you will find all programs, crafts, activity sheets and bibliographies grouped in age specific chapters. Each age group has its own chapter for these ideas.

This year, as last year, the Kentucky Department for Libraries and Archives has joined into a partnership with the Arizona Department of Library, Archives and Public Records (DLAPR). The partnership has worked VERY well for all. Kentucky has been able to hire a professional artist, Louisville, Kentucky-based Annette Cable, to provide the art work for the poster and all the clip art that is on glossy paper in the manual. Last year's poster for *Book a Trip to the Stars* was such a hit with participants and librarians alike, so we are confident you will enjoy this year's poster and clip art.

Arizona committee members provided the expertise for the manual, and then DLAPR edited and published the manual. The ARP committee members come from all over Arizona: from large metropolitan libraries to small, rural libraries with only a few staff members. My profound thanks to each ARP committee member who provided the material for this manual!

We hope you enjoy this year's theme of *Readers of the Round Table*. If you have any suggestions or questions, please don't hesitate to contact me in Phoenix: Linda Caldwell McCleary, 1100 W. Washington, Phoenix, AZ 85007; e-mail: <limccle@dlapr.lib.az.us>; 602/542-5841; in Arizona only 1-800-255-5841 or FAX 602/256-6372. Enjoy your summer program!!

The Arizona Reading Program is funded through the federal Library Services and Construction Act, as amended.

SPECIAL NOTES ABOUT THIS ARIZONA READING PROGRAM

1. Posters, glossy sheets of clip art and other graphics:
    Are being designed by Annette Cable, Louisville, Kentucky professional artist.
    The Kentucky Department for Libraries & Archives in Frankfort, Kentucky, has commissioned Ms. Cable to do this art work and is providing the poster and artwork free as part of the "partnering" between Kentucky and Arizona.
    Our thanks to **Carol Baughman, Children and Youth Services Consultant, Kentucky Department for Libraries & Archives**, for providing the funding for the Arizona and Kentucky libraries!
    Will be mailed directly to the Arizona libraries from a company in Phoenix; shipping expected in April.

2. Free Promotional Items:
    As in the past, DLAPR will make the following promotional items available free to participating Arizona libraries:
    - Certificate of Completion (for the reading program)
    - Reading Logs
    - Posters
    - Clip Art
    - Book Bags
    - *Readers of the Round Table* manual
    - Bookmarks

3. Awards and Incentives
    DLAPR will coordinate orders for prize items. We anticipate the following items to be available, at cost, if enough libraries order:
    - Pencils
    - Stickers
    - Badges
    - Key rings
    - Liquid Crystal Bookmarks
    - Wrist straps
    - T-shirts & Polo shirts
    - Canvas Bags

    We hope these items will be distributed by mid-April 1998.

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Dear Librarians:

I'm sending a huge THANK YOU to all the members of the Arizona Reading Program committee!!!

Louisa Aikin	Maricopa County Library District
Kristi Bradford	Tucson-Pima Public Library
Amber Bruno	Tucson-Pima Public Library
Dawn Gardner	Flagstaff City-Coconino County Public Library
Margaret Jesus	Payson Public Library
Deborah Kearns	Cottonwood Public Library
Kami Krenz	Braille and Talking Book Library
Terry Morris	Payson Public Library
AnnaDel Paxton	Flagstaff City-Coconino County Public Library
Diane Tuccillo	Mesa Public Library

Their hard work and creative ideas are the meat of this manual. Their willingness to share their ideas and time is what makes this program work. We are deeply indebted to each of you.

The committee members have contributed the games, crafts, decoration ideas, activity sheets, and graphics that you will use in creating your summer programs. They are a wonderful group of people to work with, and I feel privileged to have met each of them. They are creative, enthusiastic, dedicated and always willing to share. They are very inspiring just to be around.

Another mainstay of this project is Gloria Rojel of the LED staff. Her dedication and thorough work is what pulls all the chapters of the manual into a good looking, cohesive unit. She works for months on the typing and revisions each year. We couldn't do without her contributions.

Gloria, and all my committee members, thank you for all your hard work.

Linda

Linda C. McCleary
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

Arizona has had successful reading programs for nearly twenty-five years. Many children have enjoyed the following themes which have been used statewide.

Arizona Reading Program Themes

1974 "Monster Zoo"
1975 "Arizona Round-Up"
1976 "Our Country"
1977 "Wizard Of Oz"
1978 "Star Ship To Adventure"
1979 "Open The Elfin Doors"
1980 "Ready, Set, Go!"
1981 "Stake Your Claim"
1982 "Lions & Tigers & Books"
1983 "Bone Up On Books Be A Bookasaurus"
1984 "Your Own Adventure"
1985 "Bite Into Books"
1986 "Unlock Your Universe With Books"
1987 "Sakes Alive--We're 75"
1988 "Time Travel--You Are There"
1989 "Books Give Us Wings"
1990 "Have Books, Will Travel"
1991 "Read Arizona"
1992 "Rainbow Earth"
1993 "Libraries: The Greatest Show on Earth"
1994 "Get A Clue At The Library"
1995 "Pandamonium At The Library"
1996 "Every One A Winner"
1997 "Book A Trip To The Stars"
1998 "READERS OF THE ROUND TABLE"
1999 "Read Arizona"

Kentucky Reading ProgramThemes

1981 "Hoofy the Goofy Horse's Reading Club"
1982 "Rockin and Readin With WLIB"
1983 "Reading Time Trek with Wizlet"
1984 "Kentucky Reading Team"
1985 "Adventures in Kentucky with Library Jones"
1986 "Library Jones Explores the World at the Public Library"
1987 "Hare Houndini's Reading Spectacular-There's Magic in Books"
1988 "Garfield Reading Club"
1989 "Adventures in Paddington"
1990 "Reading is Dynomite"
1991 "Summer Splash"
1992 "READiscover Kentucky"
1993 "Together is Better-READ"
1994 "Read Around The World"
1995 "Solve Mysteries-READ"
1996 "Everyone A Winner-READ"
1997 "Book A Trip To The Stars"
1998 "Readers Of The Round Table"

Planning Children's Programs:
a manual

compiled and edited by
Linda C. McCleary
Public Library Development Consultant
Department of Library, Archives and Public Records

Funded by the Library Services and Construction Act

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Goals*

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives*

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

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* Used with permission from the State Library of Pennsylvania from *Evaluating Summer Reading Programs*. © 1987.

EXAMPLES

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase Reading Program registration by 5% over last year's.

B. Include book talks and bibliographies in 10 Reading Program activities.

C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of Reading Program participants will read nonfiction as well as fiction books.

B. Increase circulation of juvenile literature by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

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STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of story time participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

REMEMBER: *It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.*

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Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. The objectives you set for your program will determine the areas to be evaluated.
There are many types of evaluations all of which are useful in different ways. The following list will give you some suggestions for areas to evaluate.

Suggested Areas Of Evaluation

Quantitative Measures

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased total juvenile circulation, and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Differences can often be seen in the type of materials circulating. Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

Qualitative Measures

6. FOCUS GROUPS: Bring together a group of 8 to 12 people representing your target group. With 3 to 5 prepared questions, open a discussion which will generate the information you desire.**

7. PEER EVALUATION: Involve colleagues, community members, and/or other interested individuals in formal or informal evaluations of your program. This can be done through:

   UNOBTRUSIVE OBSERVATION (assigning individual(s) to unobtrusively observe the program, clientele reactions etc., during the actual presentation. The emphasis here

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** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

is on observing the quality of the reactions, not the quantity (of attendees, numbers served, etc.).

FORMAL QUESTIONNAIRES, PANEL DISCUSSIONS, OR FORMAL REPORT WRITING, are other methods of peer evaluation.**

8. FAST RESPONSE SURVEYS: Are used to gather baseline data on a new program or service, and to make informed, quick decisions used to adjust programs, when existing data is unavailable. Fast response surveys are given to a small sample group and contain few questions. Generally these surveys are done in questionnaire format, but focus groups are another alternative.**

9. ATTITUDINAL MEASUREMENT: Used to determine feeling states of mind regarding your program, and especially valuable when you are collecting and comparing users and non-users. Attitudinal measurement assesses levels of satisfaction, predisposition towards certain actions or reactions, and assists in predicting future behavior. All of these can be valuable in improving your programs.**

Quantitative and Qualitative Evaluation

When evaluating a program or service, collecting some type of statistics is considered mandatory. Statistics are your **QUANTITATIVE EVALUATION.** For instance, you may collect statistics showing changes in circulation during your reading program, or members of youngsters in attendance at the program. In the list above: "Suggested Areas of Evaluation", items 1-5 are examples of quantitative measures.

Combined with quantitative evaluations, most libraries are also using **QUALITATIVE EVALUATIONS.** Examples of qualitative evaluations include fast response surveys, focus groups, peer evaluations and observations. (Items 6 through 9 on the "Suggested Areas of Evaluation" list.)

Qualitative measures are a valuable complement to the statistical measures collected, especially when presented to people outside your library staff such as county or city leaders, funding agencies, or library trustees. Statistics can be dry and relatively meaningless to these individuals because they don't have the basis to compare these numbers over time. However, statistics combined with quotations and examples gleaned from surveys or focus groups, have been found to a very effective to demonstrate the value of library programs.

We hope you begin to use some of the qualitative evaluation measures and follow up by presenting them in your program reports to your library director, board members, funding agencies, and to the State Library in your Arizona Reading Program Evaluation this year.

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** Adapted from *Evaluating Library Programs and Services: Tell It!* Training Manual. Edited by Douglas Zweizig with Michele Besant. Madison, WI; School of Library and Information Studies, University of Wisconsin, 1993.

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Walter, Virginia A. *Output Measures for Public Library Service to Children.* Chicago, ALA, 1987.

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REPRODUCIBLE READING PROGRAM SURVEYS

Source:

Output Measures for Public Library Service to Children by:
Virginia A. Walter
Chicago, ALA, 1992

Summer Reading Program Survey*

Please take a few minutes and answer these questions. Your answers will help us improve the Summer Reading Program next year!

1. How old are you? ________

2. Are you a boy or a girl? Circle the right answer. BOY GIRL

3. Make a check mark in front of any of these activities that you took part in this summer.

_______ Summer school

_______ Family vacation

_______ Swimming lessons

_______ Other lessons

_______ Camp

4. How did you hear about the Summer Reading Program? Please check the right answer. You can check more than one answer.

_______ My mother or father told me about it.

_______ My teacher told me about it.

_______ The librarian told my class about it.

_______ I heard about it at the library.

_______ Some other way.

_______ I don't remember.

More questions on the next page...

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Summer Reading Program Survey* (continued)

5. Make a check mark in front of the library activities that you took part in this summer. Draw a happy face after the activities that you especially enjoyed.

_______Reading books

_______ Story hours

_______ Awards ceremony

_______ Magic show

_______ Film programs

6. What did you think of the prizes this summer? Check the right answers. You can check more than one answer.

_______ I didn't get any prizes.

_______ Great!

_______ Okay.

_______ Dumb.

_______ I don't care one way or the other.

7. What did you think of the theme of the Summer Reading Program? Check the right answer.

_______ I didn't pay any attention to the theme.

_______ I liked it.

_______ I didn't like it.

_______ I don't care one way or the other.

8. Tell us anything else you think we should know about the Summer Reading Program. You may write on the back of the page.

Thank you for answering our questions. Please give this form to the librarian today.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano[*]

Por favor toma unos minutos para contestar las siguientes preguntas. Tus respuestas nos ayudarán a mejorar el programa de lectura de verano en el próximo año.

1. ¿Cuántos años tienes? _____

2. ¿Eres un niño o una niña? Pon un círculo alrededor de la respuesta correcta.

   Niño Niña

3. Pon una marca al costado de las actividades en que participaste este verano.

   _______Escuela de verano.

   _______ Vacaciones de familia.

   _______ Clases de natación.

   _______ Otro tipo de clases.

   _______ Campamento.

4. ¿Como te enteraste del programa de lectura de varano? Por favor marca la respuesta correcta. Tu puedes marcar más de una respuesta.

   _______ Mi madre o padre me lo dijo.

   _______ Mi maestro(a) me lo dijo.

   _______ El/la bibliotecario(a) se lo dijo a mi clase.

   _______ Me enteré de ello en la biblioteca.

   _______ Amigos me lo dijeron.

   _______ Me enteré de otra manera.

   _______ No me acuerdo.

Más preguntas en la próxima página...

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[*] Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario del programa de lectura de verano * (continuar)

5. Marque las actividades de la biblioteca en que participaste. Dibuja una cara sonriente al costado de las actividades que más te gustaron.

______ Leer libros.

______ Horas de cuento.

______ Ceremonia de premios.

______ Programa de magia.

______ Programas de pelicula.

6. ¿Qué te parecieron los premios de este verano? Marca las respuestas correctas. Tu puedes marcar más de una respuesta.

______ No recibí ningún premio.

______ ¡Estupendo!

______ Bueno.

______ Tonto.

______ No me importa.

7. ¿Qué tal te pareció el tema del programa de lectura de este verano? Marca la respuesta correcta.

______ No me fijé del tema.

______ Me gustó.

______ No me gustó.

______ No me importa.

8. Cuéntanos cualquier otra cosa que necesitamos saber acerca del programa de lectura de verano. Puedes escribir al otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor entregue este forma a el/la bibliotecario(a) hoy día.

---

* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Preschool Story Hour Survey*

Please take a few minutes to answer these questions. We are interested in knowing how you and the child you bring to the library respond to Preschool Story Hour.

1. How old is the child you bring to Preschool Story Hour? __________

2. Approximately how many times did you attend Preschool Story Hour this year? ______

3. Do you check out books for your child when you come to Preschool Story Hour? Circle the best answer.

   Always Never Sometimes Don't Know

4. Does your child remember and repeat the rhymes and finger plays that he or she hears at preschool story hour? Circle the best answer.

   Always Never Sometimes Don't Know

5. Does the content of the Preschool Story Hour seem appropriate for your child? Circle the best answer.

   Always Never Sometimes Don't Know

6. Do you use the follow-up activity sheet with your child? Circle the best answer.

   Always Never Sometimes Don't Know

7. Would you recommend that a friend bring his or her child to Preschool Story Hour? Circle the best answer.

   Yes No Maybe Don't Know

8. Is there anything else you'd like to tell us about your experience with Preschool Story Hour? Please feel free to use the back of the page.

Thank you for answering our questions. Please leave this form with the librarian today.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children*. Chicago, ALA, 1992.

Cuestionario de la hora de cuentos para niños preescolares*

Por favor tome unos cuantos minutos para contestar estas preguntas. Nosotros estamos interestados en saber como usted y el/la niño(a) que usted trae a la biblioteca reaccionan a la hora de cuentos para niños preescolares.

1. ¿Cuántos años tiene el/la niño(a) que usted trae a la hora de cuentos? ________

2. ¿Aproximadamente cuántos veces han asistido a la hora de cuentos este año? __

3. ¿Saca libros para su niño(a) cuando vienen a la hora de cuentos? Pon un círculo alrededor de la major respuesta.

   Siempre Nunca A veces No sé

4. ¿El/la niño se acuerda y repite las rimas y los juegos de dedos que el o ella escucha en la hora de cuentos.

   Siempre Nunca A veces No sé

5. ¿Es el contenido del la hora de cuentos apropriado para su niño(a)?

   Siempre Nunca A veces No sé

6. ¿Usa las hojas de actividades de proseguimiento con su niño(a)?

   Siempre Nunca A veces No sé

7. ¿Recomendaría a un amigo(a) a que traiga a su niño(a) a la hora de cuentos?

   Si No Quizás No sé

8. ¿Hay algo que quisiera contarnos acerca de su experiencia con la hora de cuentos? Sientase libre de escribir en el otro lado de esta página.

Gracias por haber contestado nuestras preguntas. Por favor deja este cuestionario con el/la bibliotecario(a) hoy día.

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* Survey from: Walter, Virginia A. *Output Measures for Public Library Services to Children.* Chicago, ALA, 1992.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral reports portion of their program, so the library changed the program to a contract system. Oral reports were given in a group sharing situation or two children shared a book they had recently read, with others in the group.

Another library totally abandoned any type of structured program and provided various activities in which the children could freely participate. A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate.

These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out which is best for, you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies. ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. What size is your group?

C. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

D. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

E. How long will the programs be, and how often will they meet?

F. Will decorations and displays be put up in the area?

Staff

A. How large is the staff?

B. Does regular or volunteer staff, increase or decrease in size during the summer months? Are older youths used as volunteer helpers for your program?

C. How much time does staff, and volunteers have to participate in the program? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

rev. 10/95

E. What special talents can staff, parents, and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. What is the maximum number of children you can accomodate?

B. Will there be age limitations?

C. Are participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography provided in the Arizona Reading Program (ARP) manual, collection?

B. Will bibliographies of your local resources be printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have or can you purchase?

B. What craft materials, prizes or incentives can be donated by local merchants?

C. Will participants be asked to provide their own supplies for certain activities?

D. Will it be necessary to purchase promotional materials in addition to those which the state provides free?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity (flyer)?

rev. 10/95

F. Is it possible to have a fundraising project to add to the available revenue for the program? Can your Library Friends group help?

Miscellaneous

A. Can field trips be planned and completed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

rev. 10/95

Structured Programs

Formally structured programs format allow the librarian more control over the participants' reading. However, they require a larger staff and a larger collection of material. Below are some items to consider in setting up a structured program.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books/number of minutes children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books/number of minutes to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100. Make sure rewards are available to everyone.

5. Encourage oral or written reports.

Oral reports, while very time consuming, give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a **non-classroom** type summer activity.

1. Any child may participate.

2. There is no required reading list or minimum number of reports.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

Any child who has participated by reading at least one book or by participating in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.

4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.

2. Children set personal goals of how many books to read.

3. Draw up individual contracts between the children and the librarian delineating the agreed goal.

4. Sign contracts before beginning the program or when the children read their first books.

5. Do not quiz children on the books they have read.

6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

On the following pages are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD. Choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE. Sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE that's soft, low and interested.

5. BEGIN WITH THE FAMILIAR such as Mother Goose, finger plays, songs, poems, etc.

6. PAUSE AT INTERVALS. This gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. Graham's **The Wind in the Willows.**

DON'Ts

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly. The high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.

3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.

4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.

2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.

3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.

2. Begin decorating the library.

3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staffs' vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

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*Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual* ©1989.

JANUARY

DECEMBER

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FEBRUARY

JANUARY

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MARCH

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APRIL

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JULY

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AUGUST

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Things To Do:

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Things To Do:

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

NOVEMBER

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30					

JANUARY

					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Things To Do:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reading Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Reading Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

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* Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual,* ©1989.

- past programs and themes
- statistics from previous years

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library—and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments. Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; others will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

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Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide is picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

*A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

Letter to Parents

Dear

Each summer the Public Library provides a summer reading program for the children of the community. It is an important program designed to help children in our community maintain their reading skills during the summer recess from school. Studies have shown that unless a special effort is made to prevent it, there is a substantial loss of reading skills during the summer vacation.

Another goal of summer reading is to help the children discover the pleasure of recreational reading. We are constantly looking for ways to entice the non-reader and low level reader to read since the best way to improve a child's reading ability is to get them to read. Our program is designed to be fun as well as educational.

We are asking for your help in providing this important program for the children of . We are asking businesses and individuals to contribute to help pay for the reading incentives the children earn by reading books. Your donation will be used for things such as purchasing tee shirts for children participating, prizes for children who read the most books and other incentives to encourage children to read, read, read!

We have an exciting program planned for this year and we hope that you will want to help make it happen. Please feel free to contact (Librarian) at (Phone Number) if you have any questions or if you would like more information. We would appreciate a response by (date) , so that we may plan accordingly.

Thank you for your time and consideration.

Sincerely,

(Name)
(Library)

"KIDS SPORT CARD SHOW"

Finally a card show just for kids. All spaces are reserved for kids.

Adults are welcome to come and buy.

Sponsored by - Your Library Summer Reading Program
Date -
Time -
Place -
Cost - 1. can be time spent reading
2. number of books read
3. or a fee
BUY SELL OR TRADE - The money is yours to keep

All you SPORT CARD FANS come out and support these kids.

Please run this article through (DATE) .

Any Help You Can Give Us Will Be Greatly Appreciated.

Thank you!

Sincerely,

(Librarians Name)
Children's Librarian

SAMPLE NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

READERS OF THE ROUND TABLE

At the__________ Public Library, we are gearing up for a summer of dragon hunting, castle building and visits by royalty. Our theme, **READERS OF THE ROUND TABLE**, covers everything from medieval plays to crafts and games. If you are between the ages of ______ and______, join the library "knights" at ______(name of library)______________. You will read great books, play exciting games, see musicians, storytellers and magicians. You will have a simply stupendous time this summer! Call or come by the public library for more information.

SAMPLE NEWS RELEASE II

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

SUMMER READING PROGRAM RETURNS

The Kentucky-Arizona Reading Program is back again this summer at ____(name of library)______ This year, our theme is **READERS OF THE ROUND TABLE**. Kids ages _____ to _____ are invited to join the library staff in a whole new adventure revolving medieval times! Enjoy a summer filled with crafts, games, puzzles, performers, artists, movies, stories and more! Come by ____(name of library)____ or call us at __________ to sign up for **READERS OF THE ROUND TABLE!**

SAMPLE NEWS RELEASE III

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

READERS OF THE ROUND TABLE

READERS OF THE ROUND TABLE, medieval activities with a local twist, is the theme for this year's Kentucky-Arizona Reading Program at the __________ Public Library. Open to children ages ___ to ___this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities. Every child will be a Reader of the Round Table with reading!

The children may begin to register for the program on ____________________; activities begin ____________. The _____________ Public Library is located at ____________ and you may telephone __(coordinator)___ at ____________________ for additional information about the program.

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FOLLOW-UP NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

READERS OF THE ROUND TABLE

More than ________ young people participated in **READERS OF THE ROUND TABLE,** the Kentucky-Arizona Reading program held at the ________(name of library)________. The program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! Performers who gave presentations at the library were (list names and their specialty).

Librarian ________________ reports that children's programming will continue this fall with (indicate plans and dates).[1]

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[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	Time Period for Announcement
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

READERS OF THE ROUND TABLE is this year's Kentucky-Arizona Reading Program theme. Because it is a medieval summer, the library is sponsoring its own medieval style events. Here are some of the activities that will be taking place at the public library: (list here)

Call the ________(name of library)________ at ______________________________ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.[2]

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[2] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From: (Name of Library)

RE: Reading Program

Program Date: (Date Program Starts)

Time:

Date: (Current Date)

Air Dates: (Time Period for Announcement)

Contact: (Name)

(Telephone Number)

Celebrate a Medieval summer! Make crafts! Play games! Listen to storytellers, magicians! Create and invent! Be a player in our library medieval events! The ________(name of library)________ is sponsoring **READERS OF THE ROUND TABLE** as this summer's Reading Program. If you are between the ages of ____ and ____, join the fun with the Kentucky-Arizona Reading Program.

FINAL NEWS RELEASE

From:	(Name of Library) (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Telephone Number)
RE:	Reading Program	Release Date:	

READERS OF THE ROUND TABLE

READERS OF THE ROUND TABLE was the name of the 1998 Kentucky-Arizona Reading Program held at the (name of library) And there were lots of local winners! _____ (number of children) discovered the joy of reading and were entertained by medieval competitions, craftmaking, storytellers, activities, magicians, all at the library. Over a period of _______ weeks, more than (number) (books or minutes) were enthusiastically read by the participants. Children received prizes such as (list some here) as they met reading goals. Local sponsors included (list here, if any). In conjunction with the program, (number) people attended special events held at the library.

For information about programs at the ________________________ Library this (month) you may telephone ____________________________ at ________________________________. The library is located at ____

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It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library, or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration through schools, after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.

2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book **Rich The Treasure:**

1. "To make a wide collection of books easily and temptingly available."

2. "To give guidance to children in their choice of books and materials."

3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, **individual pursuit**."

4. "To encourage lifelong education through the use of public library resources."

5. "To help children develop their personal abilities and social understanding to the **fullest**."

6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, **Home Guide to Early Reading**.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, **Tied Together**.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Book talk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. **The New Read-Aloud Handbook** by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the family's routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents,** in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

A DRAGON'S TALE

Preschool - Grade 1

Display Idea: Make a Library Dragon

Materials needed:

- White paper plates
- Crayons or markers
- Construction paper, assorted colors
- Scissors
- Glue
- Hole punch or ice pick
- String
- Clear package tape
- Ribbon or crepe paper streamer

1. Using the pattern below, draw the dragon's face on the back of one of the paper plates.

2. Cut out bits of construction paper to form the dragon's horns, brow and "whiskers." Glue to the paper plate. You may wish to curl the horns with the blade of the scissors as an added effect to the face.

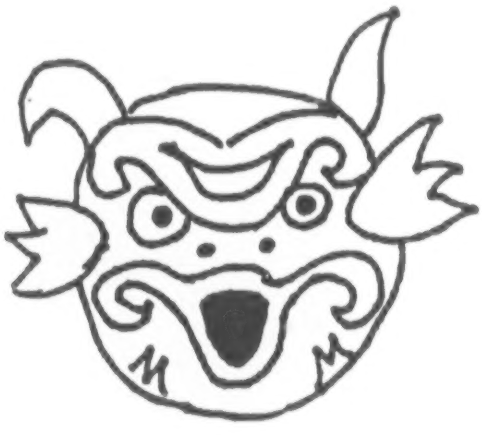
3. Using the hole punch or ice pick, punch a hole through the back of additional paper plates. These plates will form the dragon's body.

4. Ask children to use crayons or markers to decorate them.

5. When ready to assemble the dragon, use the clear package tape to attach the end of the string to the reverse side of the dragon's face.

6. String the rest of the plates, decorated side up, to the face. You may wish to knot the string in between each plate.

7. When the dragon is completed, knot the string behind the last plate, and attach a length of ribbon or crepe paper streamer to finish the body.[1]



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[1] Adapted by Louisa Aikin from: Ritter, Darlene. *Multiculural Art Activities from the Culures of Afica, Asia and North Ameria.* Cypress, CA: Creative Teaching Press, 1993.

A DRAGON'S TALE

Preschool - Grade 1

Books

The following books are recommended:

Anderson, Wayne. *Dragon.*
After hatching from an egg that fell into the sea, a creature that shares features with a fish, an insect, a bird, and a snake- but is not any of these- sets off to find its own kind and its mother.

Baumgart, Klaus. *Where are You, Little Green Dragon?*
Anna's Little Green Dragon has a new adventure inside the refrigerator.

Bertrand, Lynne. *One Day, Two Dragons.*
A counting book that relates what happens when two dragons go to the doctor's office at Three Bug Street to get four vaccinations.

Deedy, Carmen Agra. *The Library Dragon.*
Miss Lotta Scales is a dragon who believes her job is to protect the school's library books from the children, but when she finally realizes that books are meant to be read, the dragon turns into Miss Lotty, librarian and storyteller.

Demi. *Demi's Dragons and Fantastic Creatures.*
Presents, in rhymed text and illustrations, a gallery of dragons and other mythical creatures.

Hillert, Margaret. *Happy Birthday, Dear Dragon.*
A little boy's father takes him to a pet shop to select a birthday gift.

Jones, Maurice. *I'm Going on a Dragon Hunt.*
A child's wanderings take him through tall grass, across a wide ravine, over a mud field, and eventually to a cave where it seems a dragon dwells.

Kahl, Virginia. *How Many Dragons are Behind the Door?*
The thirteen daughters of the Duchess and Duke bring home a friendly dragon that delivers a number of surprises.

Kent, Jack. *There's No Such Thing as a Dragon.*
Billy Bixbee's mother won't admit that dragons exist until it is nearly too late.

Korschunow, Irina. *Adam Draws Himself a Dragon.*
A young dragon comes to stay with Adam for awhile and they help each other overcome the problems that make their school days unhappy.

Krahn, Fernando. *The Secret in the Dungeon.*
A curious child slips away from a tour group at an old castle and stumbles upon a sleeping dragon in a dungeon.

Lawson, Julie. *The Dragon's Pearl.*
During a terrible drought, a cheerful, dutiful son finds a magic pearl which forever changes his life and the lives of his mother and neighbors.

Leedy, Loreen. *The Dragon ABC Hunt.*
Ten little dragons try to find an object for each letter of the alphabet.

Leedy, Loreen. *A Number of Dragons.*
Introduces the numbers one through ten as a group of young dragons play together and alone.

Lindgren, Astrid. *The Dragon with Red Eyes.*
While inspecting the newborn pigs on their farm a girl and her brother find a baby dragon, which soon proves to be both mischievious and lovable.

Martin, C. L. G. *The Dragon Nanny.*
An elderly woman who loses her job as a caretaker to the king's children ends up taking care of a dragon family.

Matthews, Judith. *An Egg and Seven Socks.*
Three silly sisters, who earn their living darning socks, go on a journey to recover seven socks and a darning egg, and meet a king and a dragon.

Minarik, Else Holmelund. *The Little Girl and the Dragon.*
A dragon escapes from a storybook and proceeds to swallow up all of the little girl's toys.

Munsch, Robert N. *The Paper Bag Princess.*
Elizabeth, a very resourceful princess, must try to rescue her prince from a dragon.

Nash, Ogden. *Custard the Dragon.*
Custard, a cowardly pet dragon, becomes fierce and brave when a terrible pirate threatens.

Peet, Bill. *How Droofus the Dragon Lost His Head.*
Although he comes from a fierce family, Droofus is a good dragon underserving of the price the king puts on his head.

Pilkey, Dav. *Dragon's Fat Cat.*
Dragon finds a fat cat in the snow outside his house, brings it inside, and soon has a family.

Schotter, Richard. *There's a Dragon About: A Winter's Revel.*
King Cole, Queen Meg, Jack, Tess, Giant Blunderbore, and Sir George battle a ferocious dragon.

Shannon, Margaret. *Elvira.*
A young dragon who prefers making daisy chains and dressing up rather than fighting and eating princesses finds a way to be who she is.

Slote, Elizabeth. *Nelly's Grannies.*
Nelly and Mike Dragon visit one grandmother in the country and their other grandmother in the city.

Stock, Catherine. *Emma's Dragon Hunt.*
Emma's grandfather, newly arrived from China, introduces het to the power of dragons.

Sutcliff, Rosemary. *The Minstrel and the Dragon Pup.*
When a minstrel's adopted dragon pup is stolen by a wicked showman, the minstrel's songs suffer accordingly.

Thayer, Jane. *The Popcorn Dragon.*
Though his hot breath is the envy of all the other animals, a young dragon learns that showing off does not make friends.

Williams, Jay. *Everyone Knows What a Dragon Looks Like.*
Because of the road sweeper's belief in him, a dragon saves the city of Wu from the Wild Horsemen of the North.

Willis, Val. *The Secret in the Matchbox.*
Bobby takes his matchbox containing an awesome secret to school, where the class slowly and horrifyingly becomes involved with the contents.

Wilson, Sarah. *Beware the Dragons!*
A little girl sets sail across the bay and discovers that the dragons there, about which her mother has warned her, only want to play.

Wolcott, Patty. *The Dragon and the Wild Fandango.*
A dragon joins a group dancing a fandango.

Wood, Audrey. *The Princess and the Dragon.*
A rambunctious princess and a dainty dragon, each unhappy with their lot in life, decide to change places.

Readers of the Round Table
Programs for Preschool-1st Grade
Flannel Board Story

The Five Little Knights

Five little knights rode out today
To visit a castle far, far away.
They hoped to win some ladies fair
And give them flowers for their hair.

The first little knight rode off so fast
He didn't see what he had passed
A lady lovely, in distress
Where he went is just a guess.

The second knight had a coal black horse
He was proud, and brave of course.
A dragon big and mean and gray
Chased them both so far away.

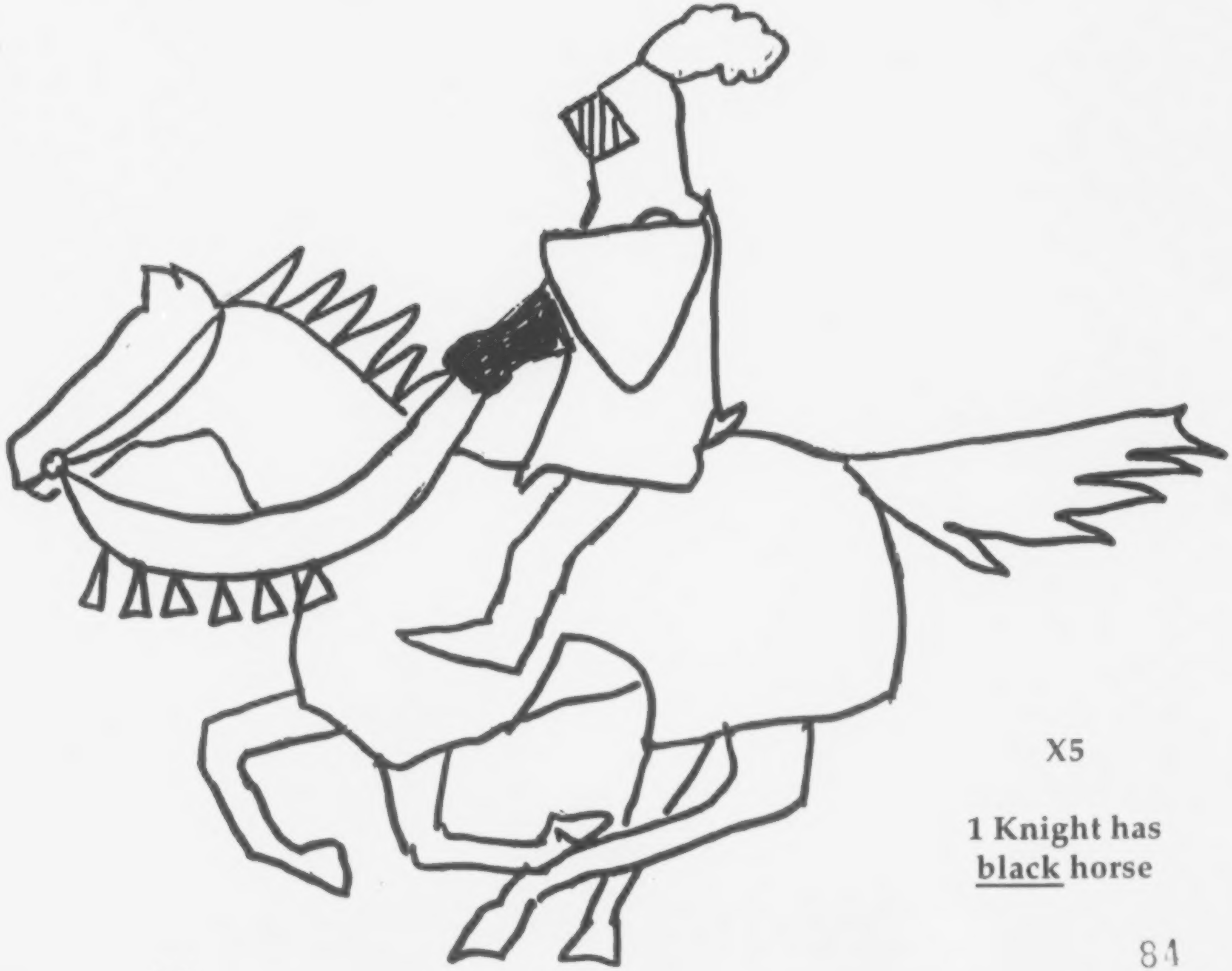
The third little knight said,
"This castle's creepy and
Furthermore, I'm feeling sleepy."
He sat beneath a tree with shade.
That was the last move that he made.

The fourth little knight said,
"I'm so brave that this whole
Kingdom I could save."
His horse sat down and pulled the rein
And that knight's dream went down the drain.

The final knight rode slow and steady.
When he reached the drawbridge he was ready.
A bouquet for all the ladies fair.
They were very glad that he'd come there!

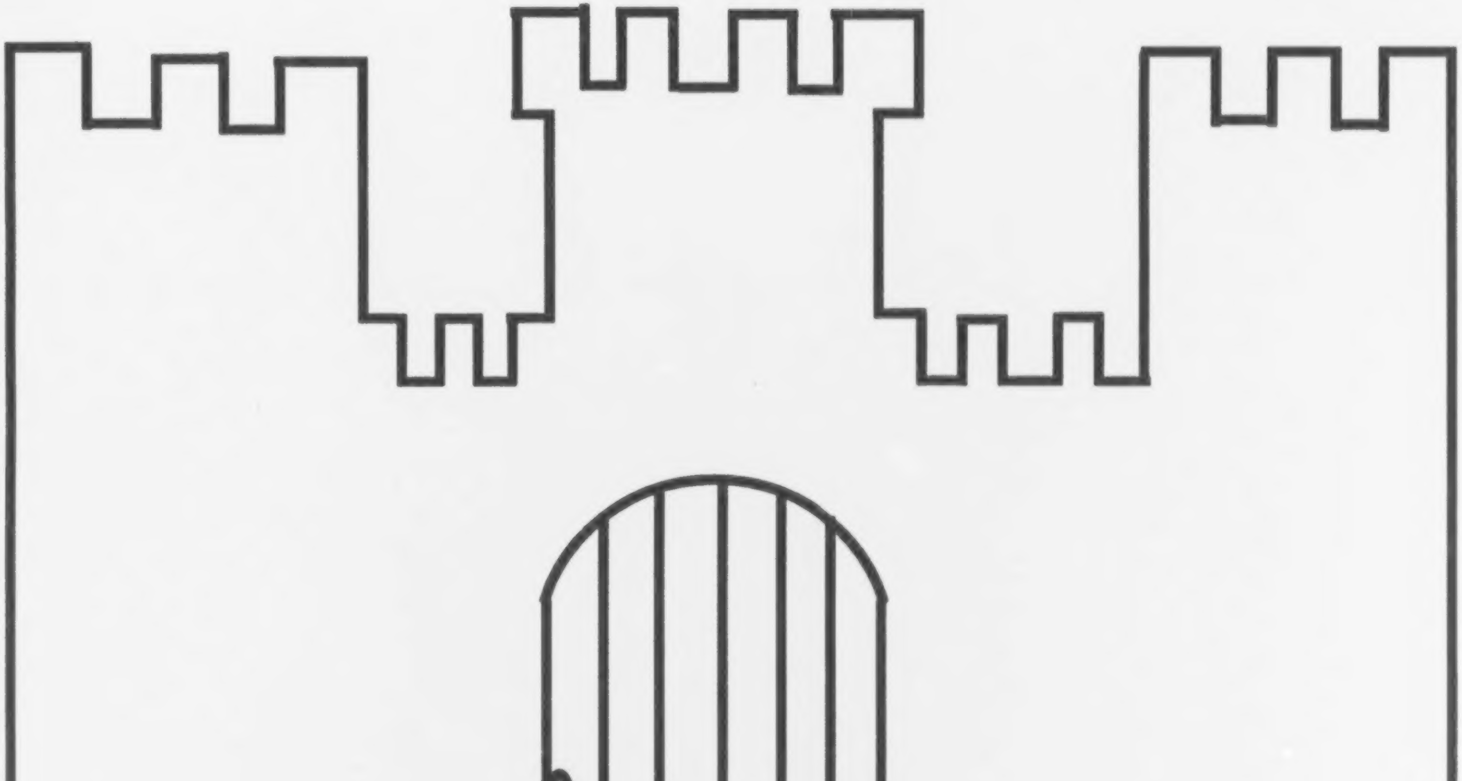
Needed illustrations: 5 knights and horses, 5 ladies fair, flowers, castle, tree, dragon.

(Written, illustrated, and submitted by Jeanne L. Michie)



X5

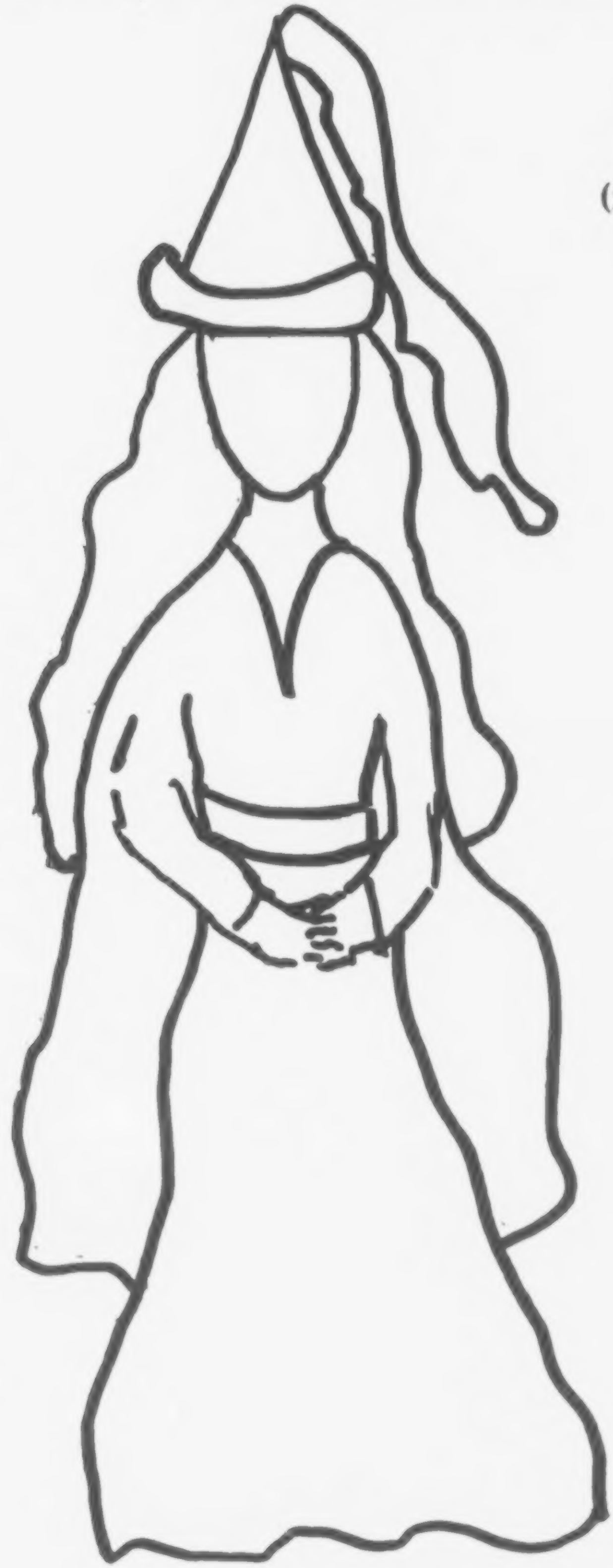
1 Knight has black horse



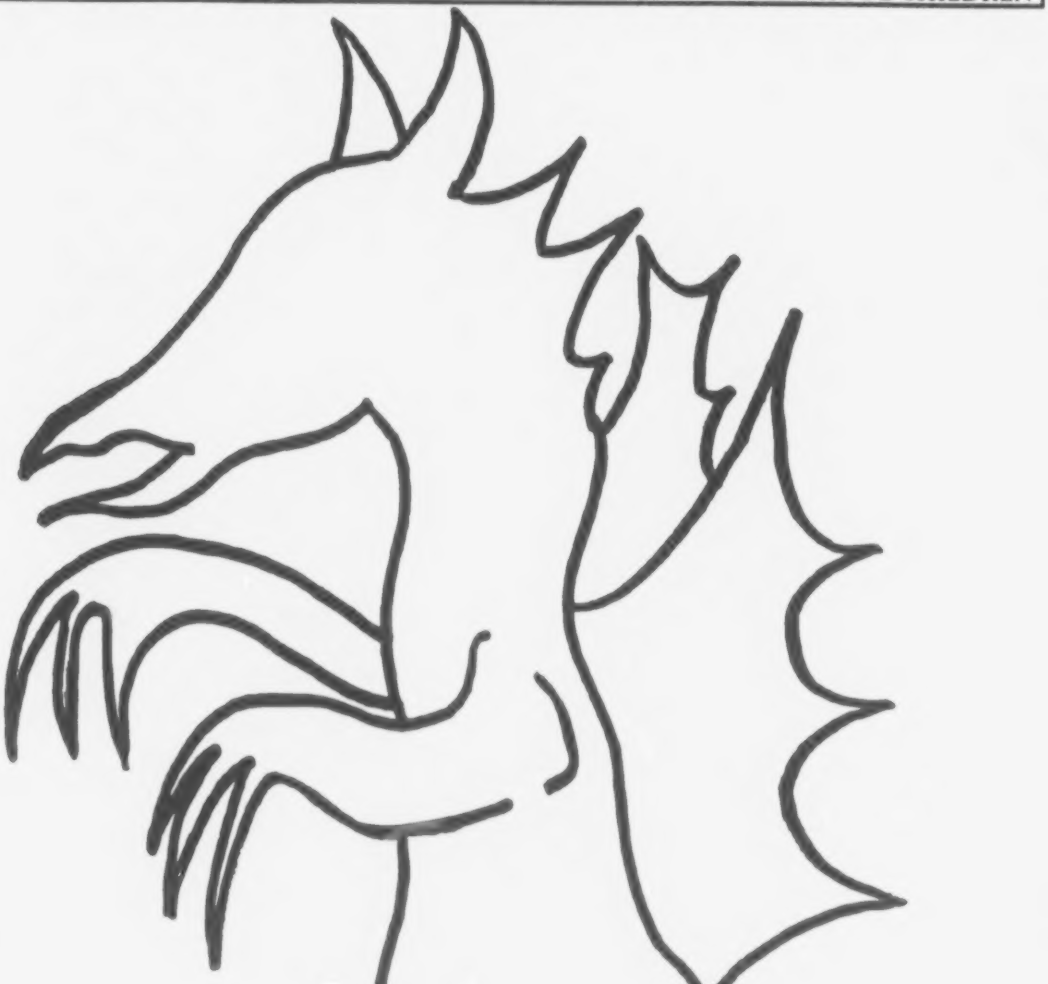
Castle

85

86

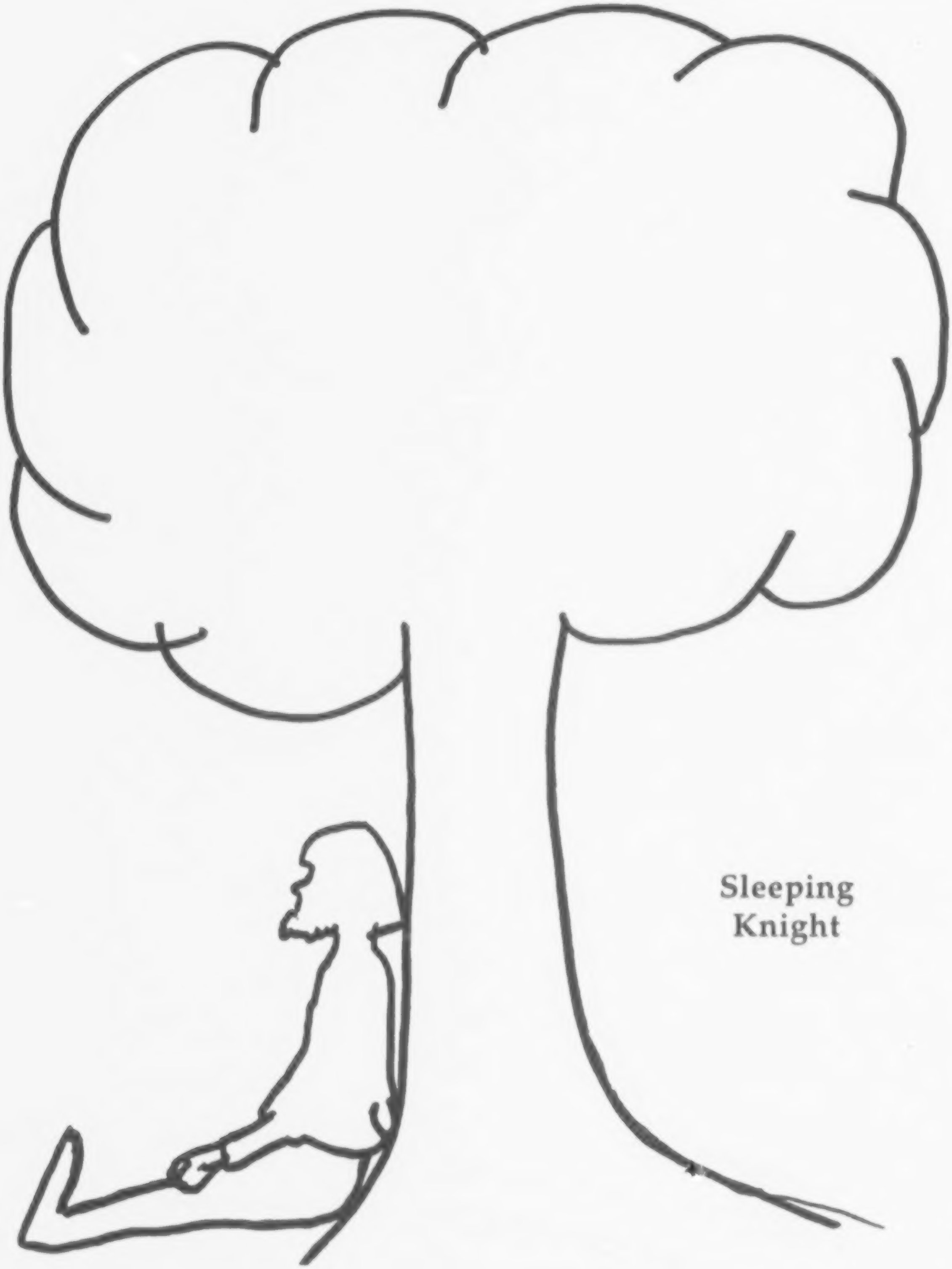


Lady
(make 5)



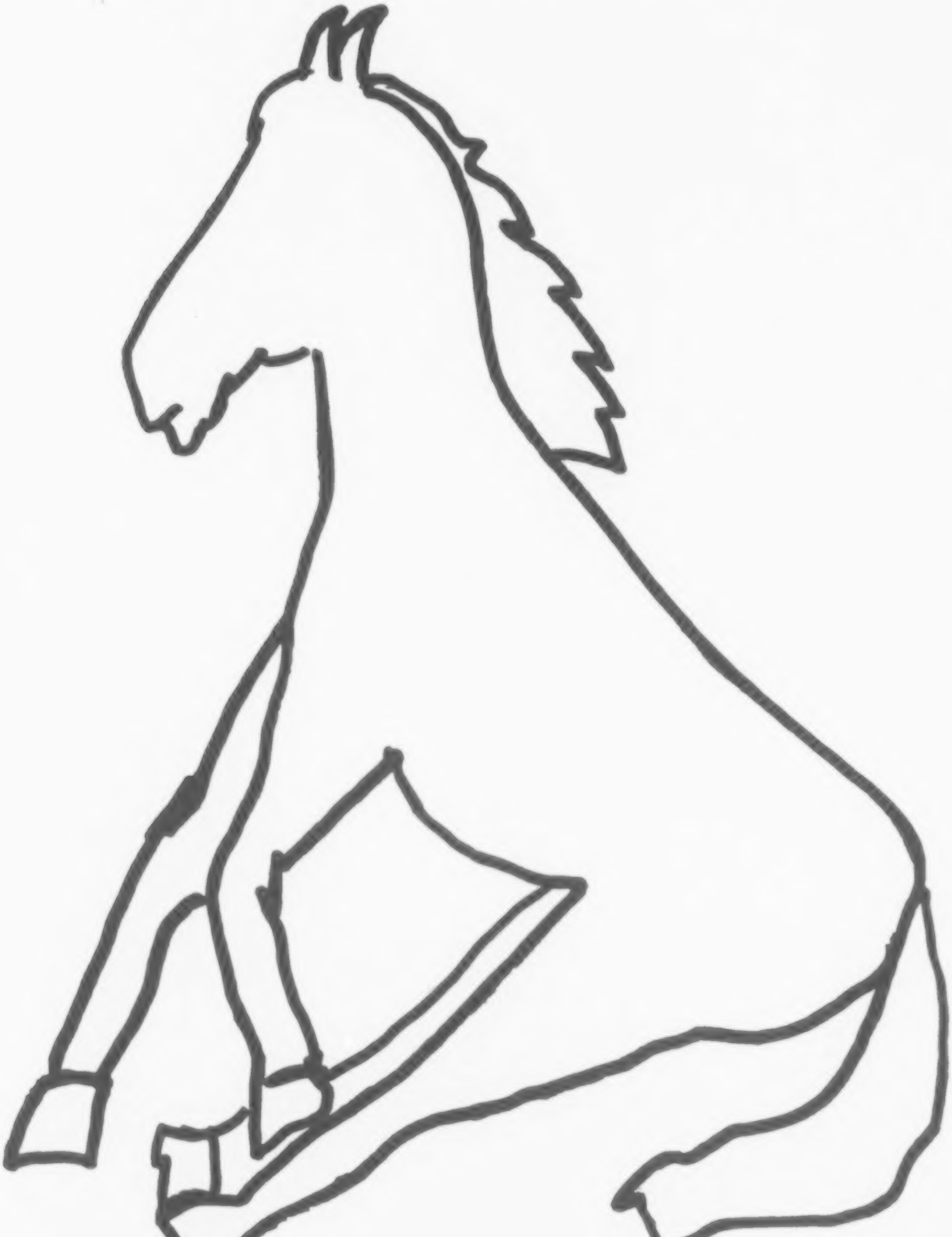
Dragon

(Grey)



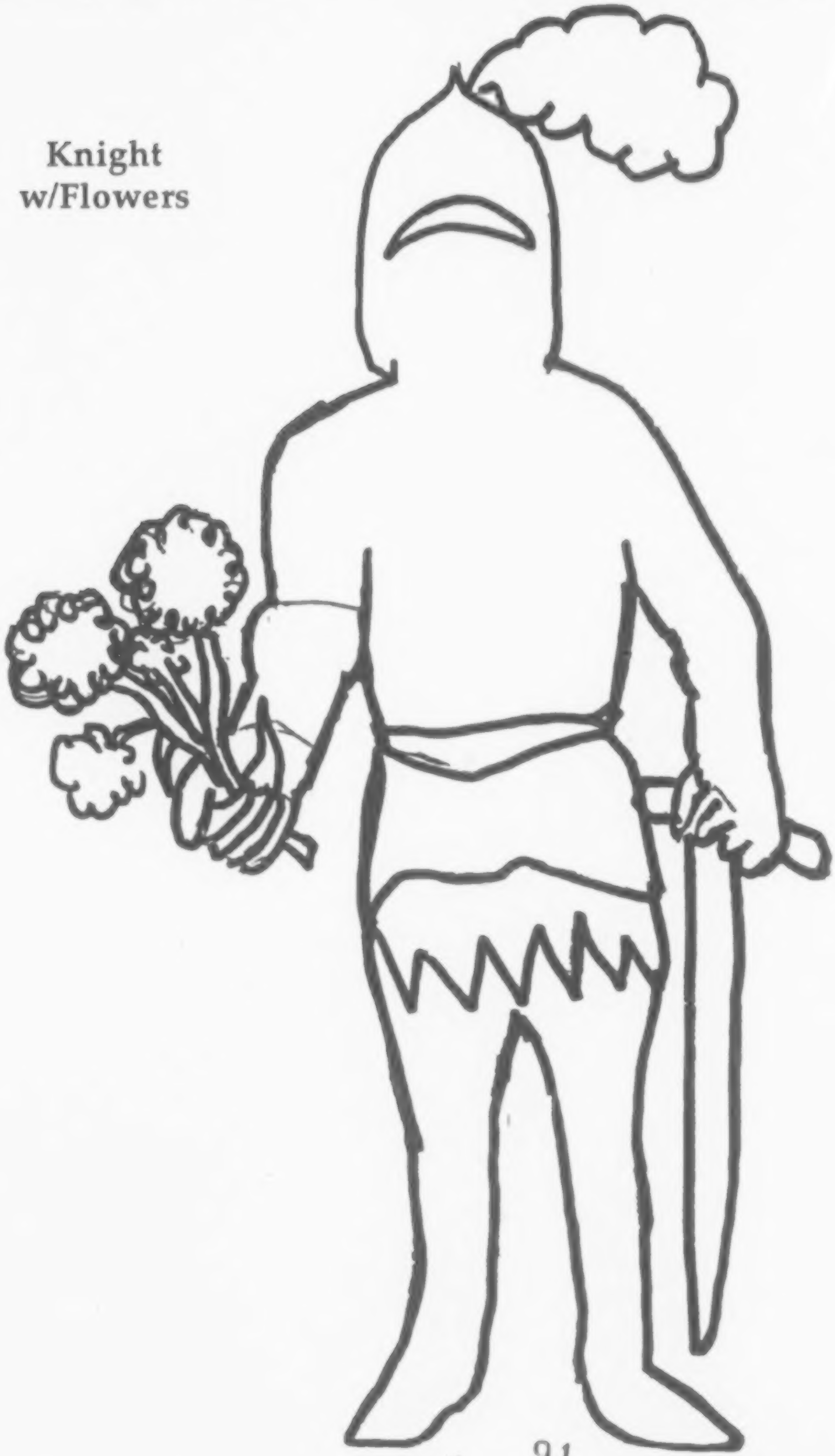
Sleeping
Knight

89



Seated Horse

Knight w/Flowers



Custard the Dragon by Ogden Nash.

(A flannel board story)

Materials needed:
- Felt, assorted colors or white paper
- Scissors
- Pins
- Marking pen or markers
- Glue (optional)
- Patterns for characters
- Flannel board

Directions:

1. Photocopy and cut out patterns for the flannel board.

2. Pin the patterns to pieces of felt and cut them out.

3. Use the marking pen to add features to the characters.

4. Read the story and add the characters to the flannel board as directed.

Optional: Instead of transferring the characters to felt, you may wish to color the photocopied patterns with markers instead. If possible, laminate the paper characters to strengthen them, then glue bits of felt on the back of each.

The story:

Belinda lived in a little white house, With a little black kitten and a little gray mouse,	(Place Belinda on the board.) (Add kitten and mouse.)
And a little yellow dog and a little red wagon, And a realio, trulio, little pet dragon.	(Add dog and wagon.) (Add Custard the dragon to the board.)
Now the name of the little black kitten was Ink, And the little gray mouse, she called her Blink, And the little yellow dog was sharp as Mustard, But the dragon was a coward, and she called him Custard.	(Point to characters as they are mentioned)

Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio daggers on his toes.

Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmerciful, (Point to characters as mentioned.)
Ink, Blink, and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon, (Point to wagon.)
At the realio, trulio, cowardly dragon.

Belinda giggled till she shook the house,
And Blink said "Week!" which is giggling for a mouse.
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.

Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.
"Meowch!" cried Ink, and "Ooh!" cried Belinda,
For there was a pirate, climbing in the winda. (Add pirate.)

Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.

Belinda paled, and she cried "Help! Help!" (Remove Belinda.)
But Mustard fled with a terrified yelp, (Remove dog.)
Ink trickled down to the bottom of the household, (Remove cat.)
And little mouse Blink strategically mouseholed. (Remove mouse.)

But up jumped Custard, snorting like an engine, (Replace cowardly Custard with brave Custard.)
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm
He went at the pirate like a robin at a worm.

The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets, but they didn't hit,
And Custard gobbled him, every bit. (Remove pirate.)

Belinda embraced him, Mustard licked him, (Replace Belinda and dog.)
No one mourned for his pirate victim.
Ink and Blink in glee did gyrate (Replace cat and mouse.)
Around the dragon that ate the pyrate.

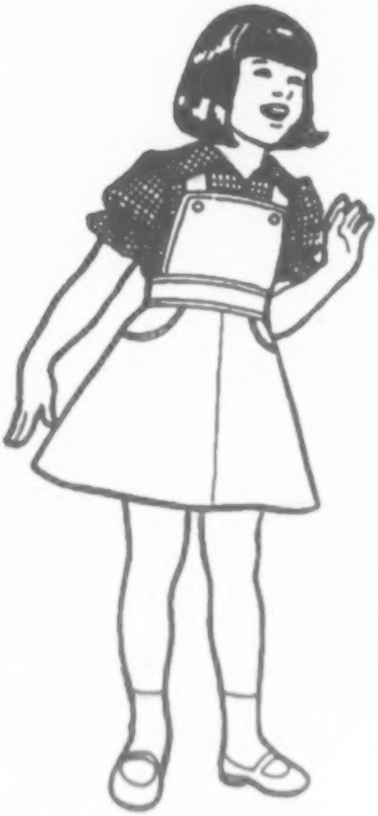
But presently up spoke little dog Mustard,
"I'd have been twice as brave if I hadn't been flustered."
And up spoke Ink and up spoke Blink,
"We'd have been three times as brave, we think."

And Custard said, "I quite agree (Replace brave Custard with cowardly Custard.)
That everyone is braver than me."

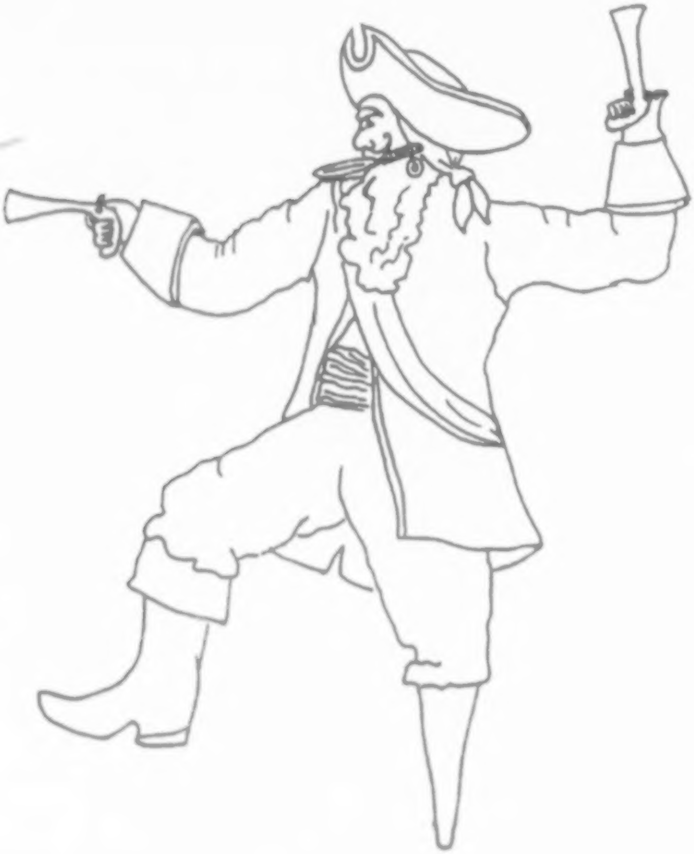
(Point to characters as mentioned.)

Belinda still lives in her little white house,
With her little black kitten and her little gray mouse,
And her little yellow dog and her little red wagon,
And her realio, trulio, little pet dragon.

Belinda is as brave as a barrel full of bears,
And Ink and Blink chase lions down the stairs;
Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage.[2]



Belinda



Pirate

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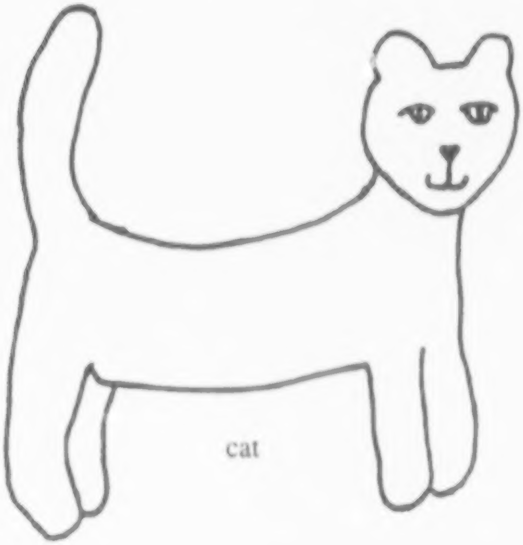
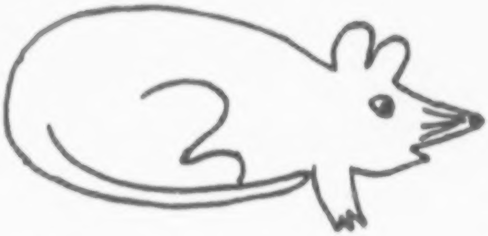
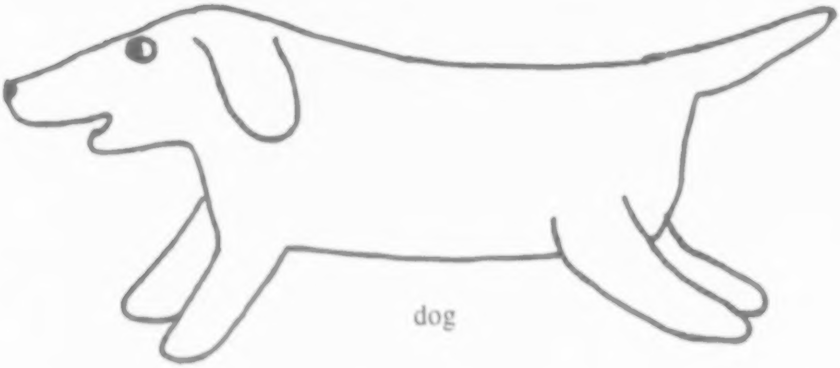
[2] Adapted by Louisa Aikin from Nash, Ogden. *Custard the Dragon*. Boston: Little, Brown and Co., 1959.



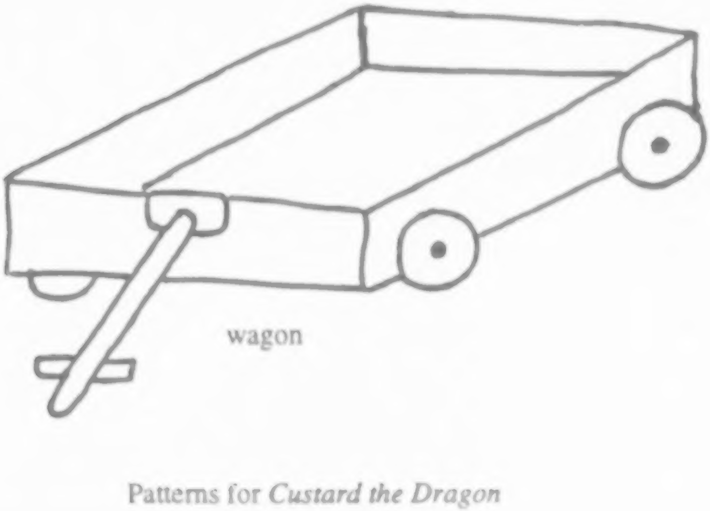
cat



mouse

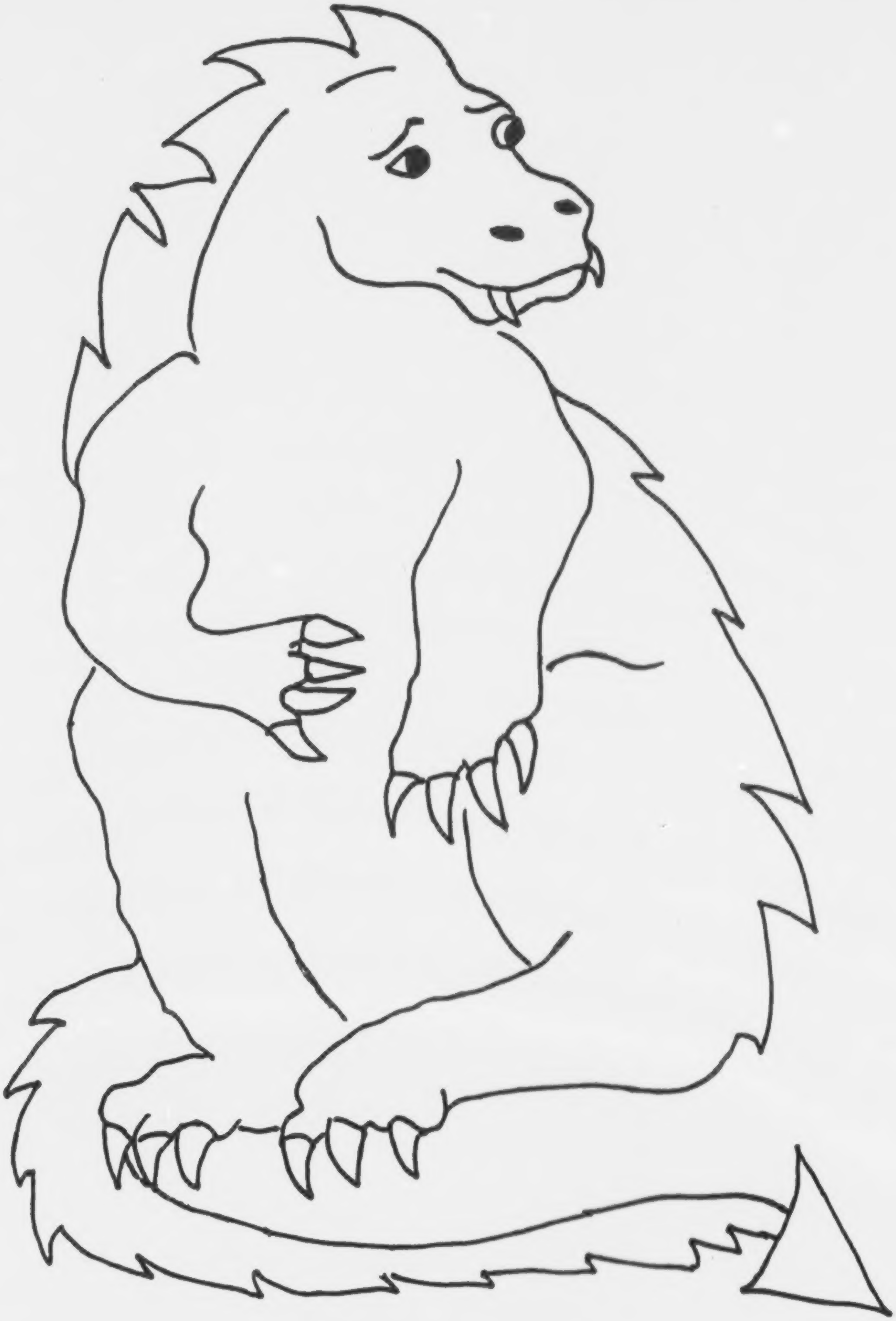


dog

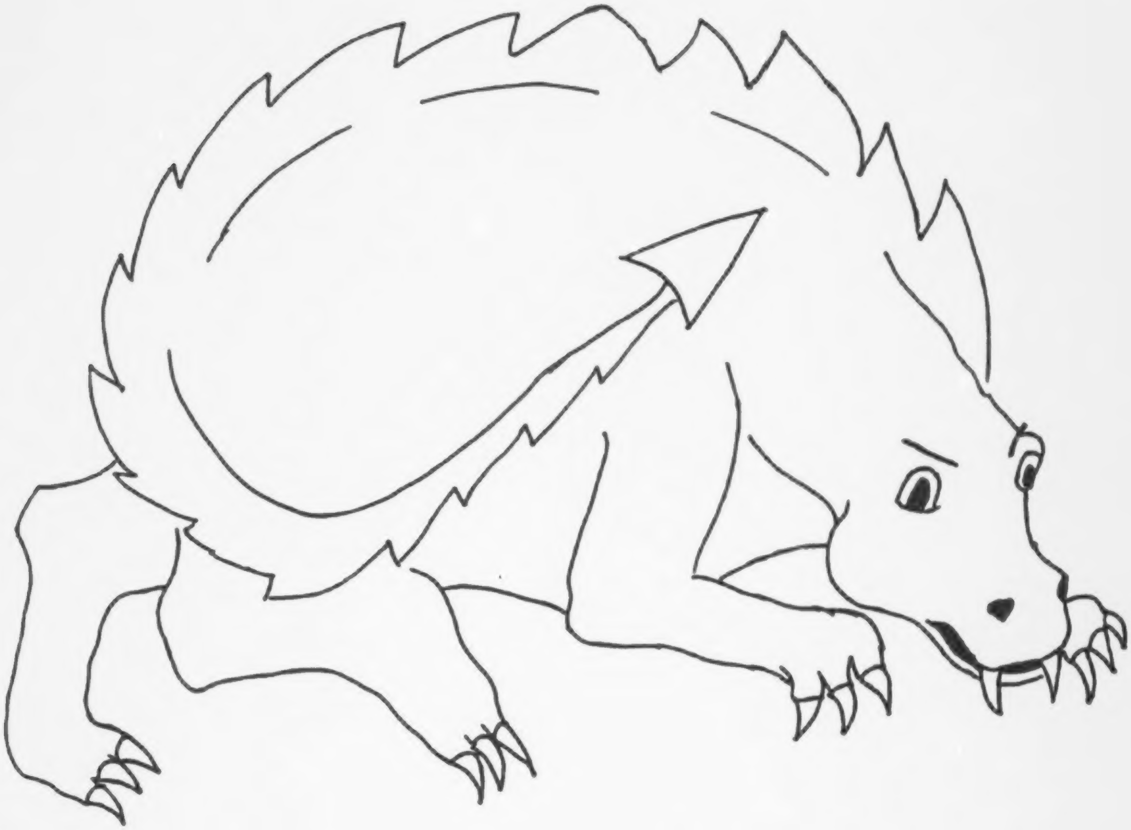


wagon

Patterns for *Custard the Dragon*



Cowardly Custard



Brave Custard

To Make A Dragon From Paper

To fold the dragon:

1. Crease a square piece of paper on dashed lines; press with thumbnail along each crease to get sharp creases (FIG. 1).
2. Fold diagonally.
3. Pull up right half of triangle, open, and flatten down the diamond shape.
4. Fold left half of the diamond to the right.
5. Repeat steps 3- 4 on the left half of triangle.
6. You will now have a diamond-shaped form, with the open corners pointing down.
7. On dashed lines, fold right and left lower edge of top wing towards midline (FIG. 2).
8. On horizontal dashed line, fold top point down.
9. Unfold the last three folds.
10. Open up top wing at bottom point and pull upwards as far as possible.
11. Press left and right corner so that the edges meet on the midline and form a diamond.
12. Press down fold. Turn form over. Repeat steps 8- 11.
13. You now have a long diamond-shaped form, with a "split" side.
14. Turn the form so the "split" side points to the right.
15. Pull both left points apart, until the paper, by unfolding itself, is flat.
16. Turn form over.
17. On dashed lines, press both points that are almost upright together in the middle until they are lying flat on the surface, and pointing to the right (FIG. 3).
18. On dashed lines on the right side (FIG. 4), fold both upper and lower edge under.
19. Fold form in half by turning lower portion under and up so folds are on the outside. Crease on dashed line (FIG. 5).
20. Open left portion of form and fold point up and inside on crease.
21. On dashed line (FIG. 6) fold top layer in half by turning it inside.
22. Turn form over and repeat procedure.

23. Crease on dashed line (FIG. 7), open that portion and fold down on crease.

24. Crease on dashed lines 1, 2, and 3 (FIG. 8).

25. Fold up on crease 1.

26. Fold down on crease 2 and fold up again on crease 3.

27. Crease on dashed lines (FIG. 9) and fold lower crease inside and upper crease out again.

28. Fold small point in half on dashed line and down. Turn form over and repeat. Crease on dashed line (FIG. 10) and open that portion and fold up.

29. Crease on dashed lines (FIG. 11).

30. Open fold and turn lower crease left and upper crease up.

31. Crease on dashed lines (FIG. 12).

32. Turn point on upper crease left and on lower crease down.

33. Turn dragon over and repeat procedure. Then, your dragon is ready for action (FIG. 13). (4)

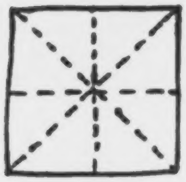


FIG. 1

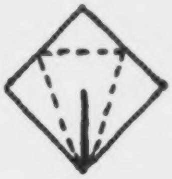


FIG. 2

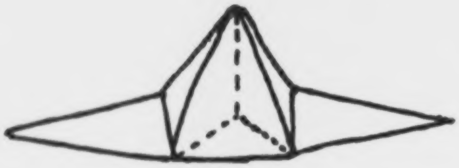


FIG. 3

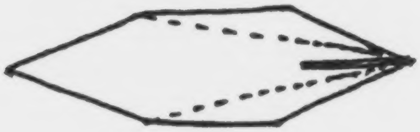


FIG. 4

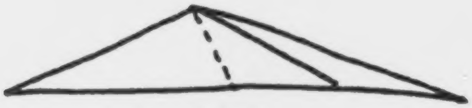


FIG. 5

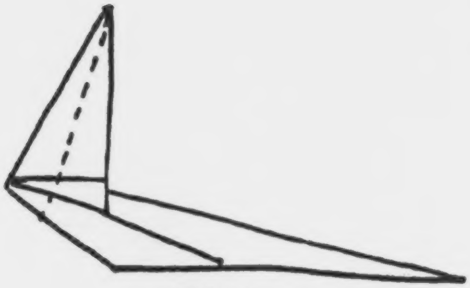
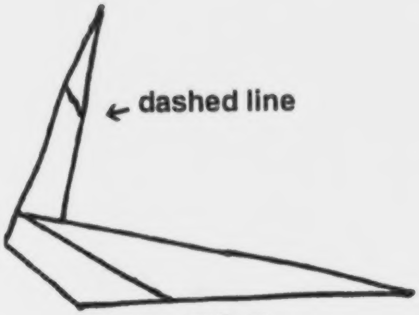


FIG. 6



← dashed line

FIG. 7

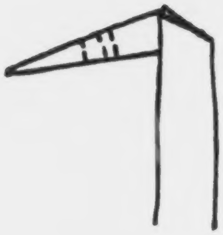


FIG. 8

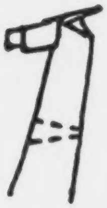


FIG. 9

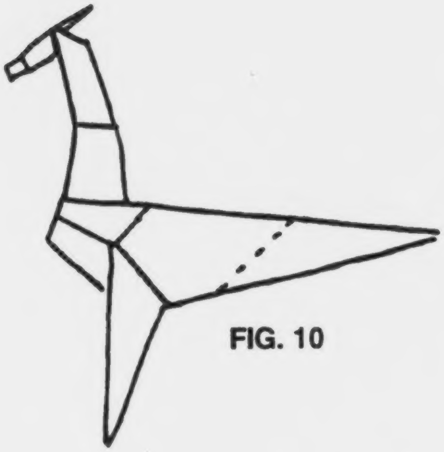


FIG. 10

Adapted by Louisa Aikin from: Aytiire-Scheele, Zulal. *The Great Origami Book.* New York: Sterling, 1987.

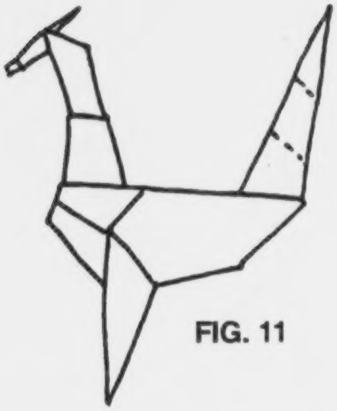


FIG. 11

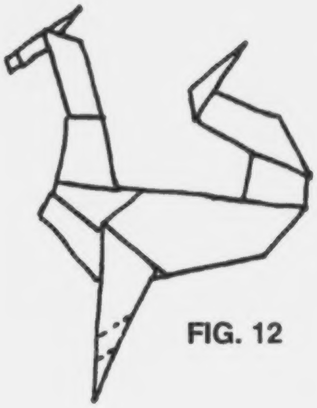


FIG. 12

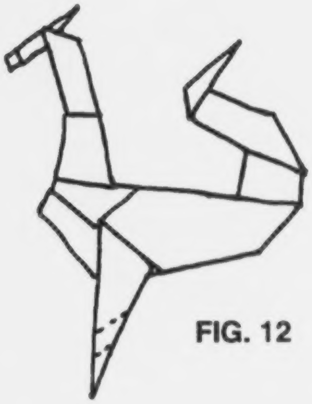


FIG. 12

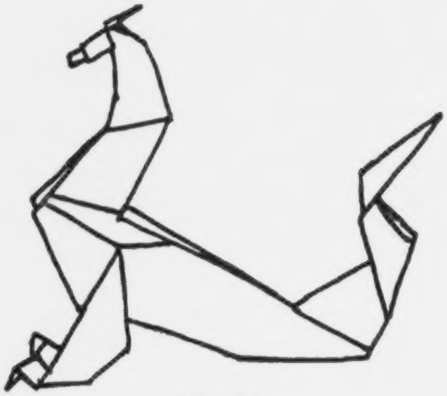


FIG. 13

To fold the man:

1. Fold a square sheet of paper along line EF (FIG. 1) so that AB falls on CD (FM. 2).

2. Fold along OG (FIG. 2) so that FB falls on EA, then open (FIG 3).

3. Fold along CB (FIG. 3) so that D falls on A (FIG. 4).

4. Fold DO so that B falls on C (FIG. 4); then open (FIG. 5).

5. Cut along GI and FJ, each cut being a little less than two-thirds of the way towards the center O (FIG. 5).

6. Fold along KB and LB so that GB meets BF at center BO (FIGS. 5 & 6).

7. Fold back along MN (FIG. 6) and turn the paper over so that B falls on OC (FIG. 7). MN is less than twothirds of the way down BO.

8. Mark PQ along DA (FIG. 7) and cut out diamond shape PRQS, R and S being on BC (FIG. 8).

9. Bring point B forward through opening PRQS (FIG. 9).

10. Fold along DA (FIG. 9), bringing F and G forward, and point B will come up by itself (FIG. 10).

11. Fold along JN and IM (FM. 10), opening L and K (FIG. 11).

12. Fold along TU (FM. 11), putting C under the front body flap (FIG. 12).

13. Fold along VF and WG (FIG. 12), bringing points D and A forward, V and W being nearly 1/2 inch from P and Q. respectively (FIG. 13).

14. Make the head piece by folding along XY, bringing point B back along OC (FIG. 12), then again at X1, Y1, bringing B up (FM. 13).

15. Fold along ZH (FM. 13), opening corner D so that DZ falls on HZ. Do the same for A, folding along Z1F (FIG. 14).[3]

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[3] Sadake, Florence. *Origami: Japanese Paper-Folding, Book Three*. Ruttland, VT: Charles E. Tuttle, 1959. Used with permission of the publisher.

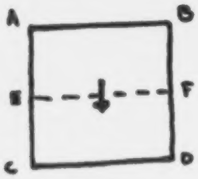


FIG. 1

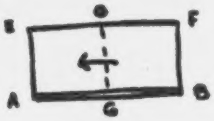


FIG. 2

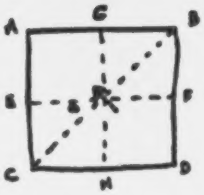


FIG. 3

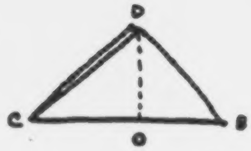
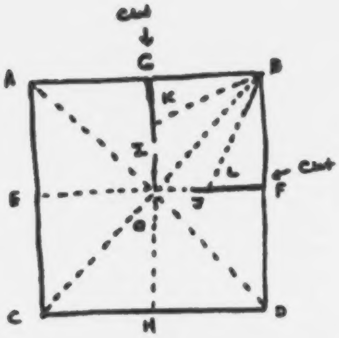


FIG. 4


cut
G
A
B
K
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L
cut
E
F
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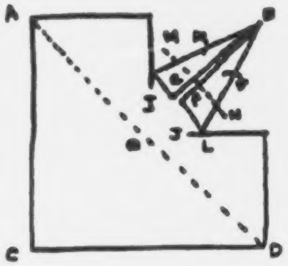
C
H
D

FIG. 5


A
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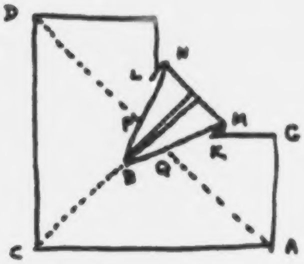
C
D

FIG. 6


D
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Q
C
A

FIG. 7

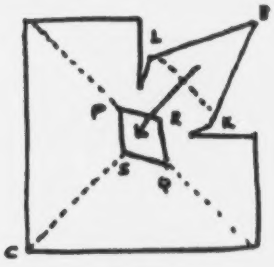

FIG. 8

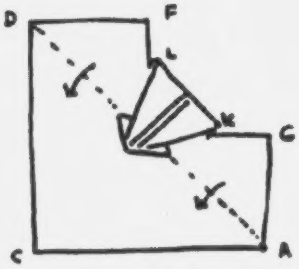

FIG. 9

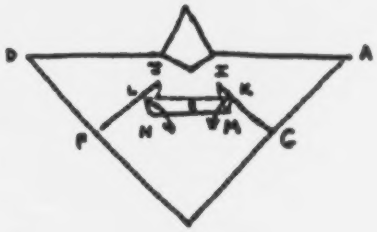
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FIG. 10

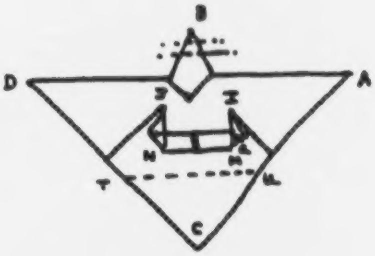
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FIG. 11

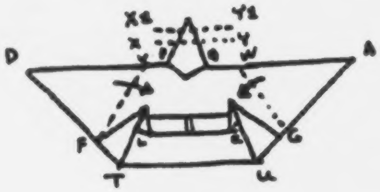
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FIG. 12

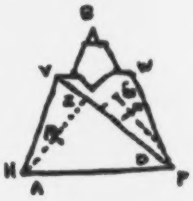

FIG. 13

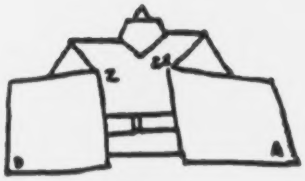

FIG. 14

CROSSING THE RIVER
A Puzzle Story

It happened that a Wizard had under his spell: a Fiery Dragon, a goodly knight (Sir Jeffrey), and Sir Jeffrey's Magic Sword and Shield.

The Wizard must row his captives across the river to reach his castle. But his boat is so small that he can only carry one thing at a time, leaving his other two prizes on the river bank.

The Wizard's spell can only keep the Dragon from slaying the goodly knight while the Wizard is with it. And Sir Jeffrey's spell is broken when he has his sword and shield. How can the Wizard get all his captives to the castle without the Dragon slaying the sleeping Knight, or the Knight and his Magic Arms being reunited?

SOLUTION:

1. The Wizard takes Sir Jeffrey across first, leaving him spellbound at the castle. Meanwhile, the Dragon starts to wake, but it can do nothing with Sir Jeffrey's Magic Sword and Shield.

2. The Wizard goes back for the Dragon and carries it across, but he carries Sir Jeffrey back with him on the return trip, leaving the Dragon alone at the castle.

   Meanwhile, the Magic Sword and Shield remain spellbound on the river bank. The Dragon tarts to wake, but it can do nothing alone at the castle.

3. The Wizard puts Sir Jeffrey (still sleeping) back on the river bank, and rows back to the castle with the Magic Sword and Shield.

4. After he leaves the Magic Sword and Shield with the Dragon at the castle, the Wizard crosses the river one more time, and carries poor Sir Jeffrey back to the castle.

SOLUTION TWO:

The Wizard also wins if he goes back for the Magic Sword and Shield on Trip 2, but he must always start with Sir Jeffrey, and he must always bring Sir Jeffrey back with him after Trip 2.

THE WIZARD LOSES IF:

Sir Jeffrey is ever left with his Magic Sword and Shield, or the Dragon is ever left with Sir Jeffrey. (Patterns follow to make this story for telling on a flannel board.)[4]

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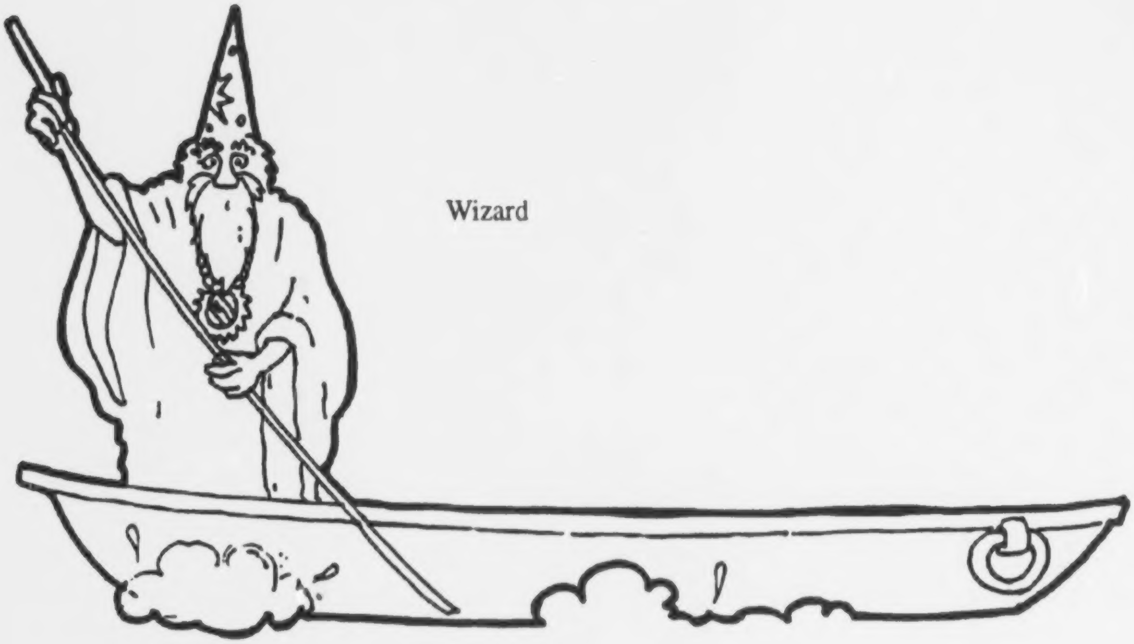
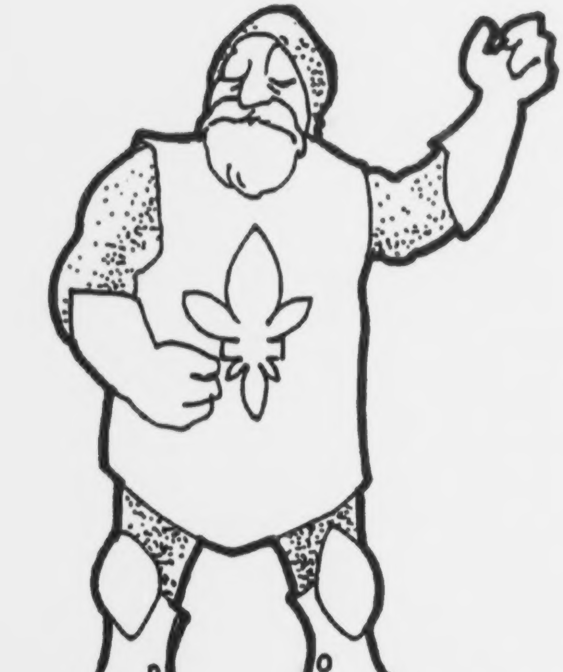
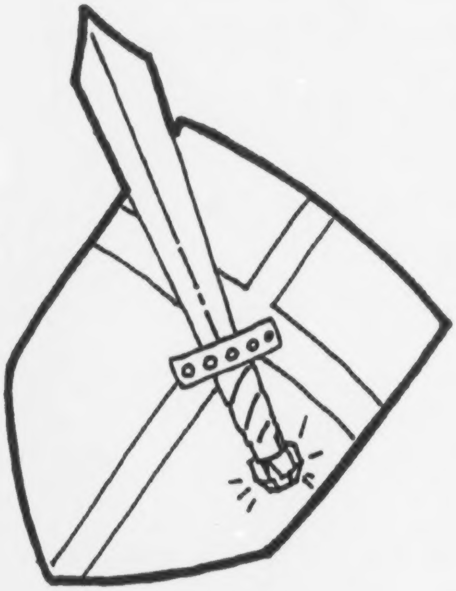
[4] Adapted by Cynthia Wild, Maricopa County Library District, from: Shannon, George, *Stories to Solve: Folktales from Around the World*. New York: Greenwillow 1985.



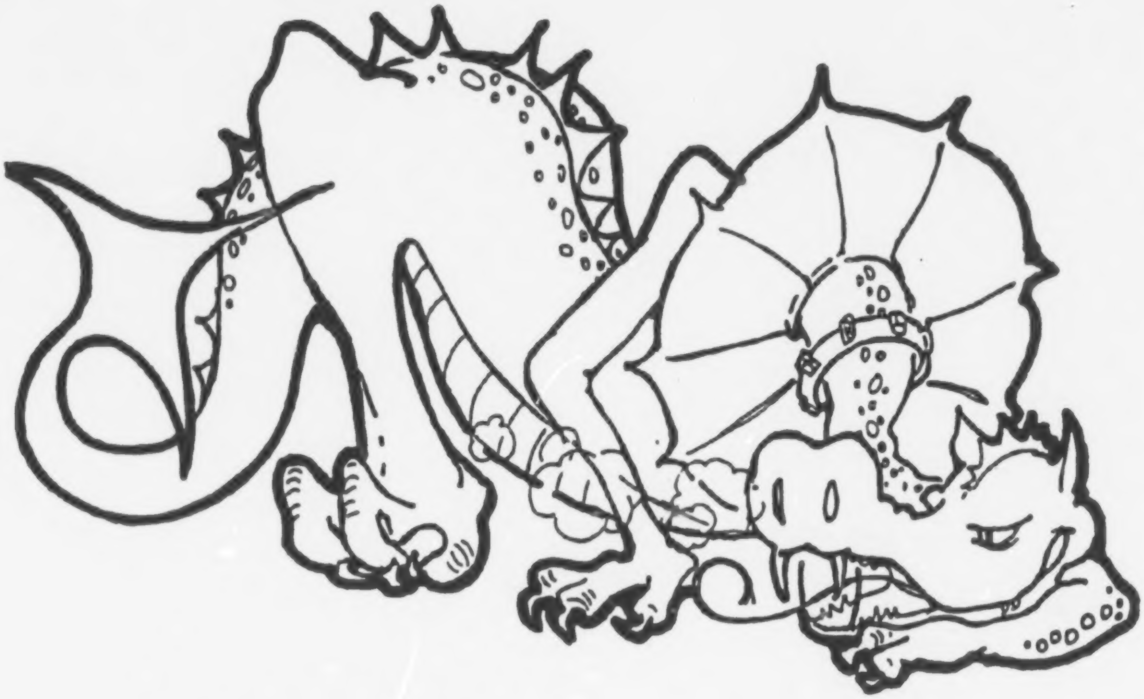
Wizard



Sir Jeffrey



Sword and shield



Dragon

DRAGON HUNT

I'm going on a dragon hunt and I am not afraid!

Let's open the castle door—creak!

Now we go to lower the drawbridge— groan!

We walk across the drawbridge

And into the woods. All I see is trees!

Let's climb a tree. (Look around)

I see a castle! There's a princess in the window!

Let's wave to the princess.

Now we'll slide down the tree

And walk through the woods.

Look—there's a lake—we'll have to swim across

Whew! (Jump out) Let's shake ourselves dry

Now we're walking through tall grass. (Swish, swish, swish)

Oh no! A river! I'm too tired to swim —there's a boat. (make rowing motions)

Now we're across, let's pull the boat out of the water.

It's swampy and muddy—shlurp, shlurp.

Back on a dry path. (shake each foot to get the mud off)

Let's climb this hill. (wipe sweat off of forehead)

(Shade eyes with one hand)

Look! I see a cave —there's smoke coming out of it!

Shhhhhh! Let's peek inside—

ROARRRR!

That's the dragon! He's breathing fire!

Oh, no! I forgot my sword!

Run! Let's run back down the hill!

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We're back on the dry path—finally (pant, pant)

Oops, forgot about the mud, YUCK!

Let's drag this boat back into the water

Hurry! The dragon's getting closer (roarrrr)

Row! Row! Row! I SEE the dragon—do you think he can swim?

We're finally on the other side

Let's pull the boat onto the river bank

I think the dragon is spreading his wings

Run through the tall grass

There's the lake I don't think I can swim (ROARRR)

I'm swimming (gulp) I'm swimming!

Whew! Let's shake ourselves dry.

There's the woods. The dragon can't catch us there.

We're not going to make it, I hear him just behind us (ROARRR)

Made it!

Sneaking through the woods.

Let's climb a tree and see if the dragon is still there.

He is!

Let's slide down the tree.

I see the castle.

What luck, the princess is still waving!

Run across the drawbridge.

Crank it up.

We're safe! Hey, everyone! We went on a dragon hunt, and WE WERE NOT AFRAID!

Laura Thomas Sullivan and Mary Margaret Mercado 1982 & 1997

The following songs introduce the type of clothing knights, fair ladies, and Renaissance men and women wore:

SONG: "Knight Song" [5]
(To the tune of "She'll Be Comin' 'Round the Mountain")

I'll be wearing iron plates upon my chest.	(pound chest)
I'll be wearing an iron helmet and a vest.	(pull on "helmet" over head)
Oh, I'll carry a shield and dagger.	(lift arms to hold the "shield" and "dagger")
When I walk I nearly stagger,	(walk haltingly, as if wearing heavy armor)
'Cause a suit of armor	
Isn't really light *(Speak:)* for a knight!	(point to self)

SONG: "Fair Lady Song" [5]
(To the tune of "I'm a Little Tea Pot")

I'm the fairest lady	(point to self)
In my clothes.	
See my tall headdress	(lift hands over head to show the height of the "headdress")
Above my nose.	
Heads will turn around when	(walk proudly)
I go by	
'Cause my hair is	
Piled this high.	(lift hands over head to show height)

SONG: "Renaissance Man's Song" [5]
(To the tune of "Skip to My Lou")

Starch in my collar, fancy lace	(lift hands to neck and make a semicircle to show the "collar")
Hose on my legs, I walk with grace.	(put on "hose")
Fancy and puffy knee-high pants,	(point to "pants")
Makes me want to do a dance!	(dance around)

SONG: "Renaissance Lady's Song" [5]
(To the tune of "Skip to My Lou")

Hoop skirts go around and around,	(lift hands to waist and a make a semicircle to show the "hoops")
Spin like a top but don't fall down.	(spin in place)
'Cause I'm a lady in fancy dress	(point to self)
Wearing nothing but the best!	(strike a model's pose)[5]

---

[5] adapted by Louisa Aikin from: Irving, Jan. Glad Rags: *Stories and Activities Featuring Clothes for Children*. Littleton, CO: Libraries Unlimited, 1987.

SONG: "Ten Little Dragons"[6]
(To the tune of "Ten Little Indians")

One little, two little,	(Hold up one finger for each ship.)
Three little dragons;	
Four little, five little,	
Six little dragons,	
Seven little, eight little,	
Nine little dragons,	
Ten little dragons fly.	(Make fingers fly.)
Ten little, nine little,	(Hold up ten fingers and fold under as you count down to one.)
Eight little dragons;	
Seven little, six little,	
Five little dragons,	
Four little, three little,	
Two little dragons,	
One little dragon, bye-bye.	(Wave "goodbye.")[6]

SONG: "Clippity, Clippity, Clop"[6]
(Sung to: "Hickory Dickory Dock")

Clippity, clippity, clop,	(Beat palms against thighs in a steady rhythm.)
The horses go clip, clop.	
They gallop and gallop,	(Beat palms faster for the "gallop.")
They start and they stop.	("Stop" beat suddenly.)
Clippity, clippity, clop.	(Beat palms against thighs in asteady rhythm.[6]

---

[6] adapted by Louisa Aikin from: Warren, Jean. *Theme-A-Saurus II: The Great Big Book of More Mini Teaching Themes*. Everett, WA: Warren Publishing House, Inc., 1990.

Song: "Out Through the Castle Gates"

(sung to "Wheels on the Bus")

The hooves on the horse go
Clop, clop, clop/ Clop, clop, clop/Clop, clop, clop
(Cup hands and hit them together)
The hooves of the horse go
Clop, clop, clop
Out through the castle gates.

The ears of the horse move
Back and forth/ Back and forth/ Back and forth
The ears of the horse move
Back and forth
Out through the castle gates

The tail on the horse goes
Swish, swish, swish/ Swish, swish, swish/ Swish, swish, swish
The tail on the horse goes
Swish, swish, swish
Out through the castle gates.

The knight on the horse goes
Up and down/ Up and down/ Up and down
The knight on the horse goes
Up and down
Out through the castle gates.

The dragon on the hill goes
Snort, snort, snort/ Snort, snort, snort/ Snort, snort, snort
The dragon on the hill goes
Snort, snort, snort
Outside the castle gates.

The hooves on the horse *RACE*
Clippity, clippity, clop/Clippity, clippity clop/ Clippity, clippity, clop
The hooves on the horse *RACE*
Clippity, clippity, clop
BACK through the castles gates.

Mary Margaret Mercado 1997

Song: "Eensy Weensy Princess"

The eensy weensy princess
Climbed up the castle wall
Down came the rain
And made the princess fall
Out came the sun
And dried up all the rain
Then the eensy weensy princess
Climbed up the wall again

Mary Margaret Mercado 1997

Head, Gullet, Abdomen (anatomy song for dragonettes)
(Head, shoulders, knees, and toes)

Head, gullet, abdomen, abdomen
Head, gullet, abdomen, abdomen
Wings, and fangs, big claws, and tongue
Head, gullet, abdomen, abdomen

Mary Margaret Mercado 1997

See attached for "Great Golden Dragon"

CRAFT: Make a Paper Bag Dragon Puppet

Materials needed:
White craft glue
Small brown paper bag
Construction paper
Child safety scissors
Markers
Optional: red, yellow and orange feathers or crepe paper streamers

1. Draw the puppet's eyes and nose onto the bottom flap of the paper bag.

2. Draw the puppet's mouth on the portion of the bag covered by the bottom flap.

3. Optional: Glue feathers or streamers to the inside fold of the bag to represent the "flames" of the dragon's breath.

4. Use scissors to cut out such things as the dragon's sharp fangs and scales from the construction paper. Glue them onto the bag.

5. Put hand inside the bag to move the puppet's mouth.[7]

(Note: You may wish to use the puppet to recite the dragon poems found in this section.)

CRAFT: Make a Paper Bag Dragon Pet

Materials needed:
Poster paint
Paintbrush
Container of water
Two small brown paper bags
Construction paper
String
Newspaper
Tape
Child safety scissors

1. Cover table with newspaper.

2. Use poster paint to paint scales on one paper bag and allow to dry completely.

3. Stuff second paper bag with newspaper. Tape top of the bag closed.

4. Slip painted bag over top of stuffed bag to keep animal upright.

5. The string around bags to make animal's neck.

6. Use safety scissors to cut eyes, ears, mouth, and tail from construction paper; then glue them onto paper bag pet.[7]

---

[7] Adapted by Louisa Aikin from: Press, Judy. *The Little Hands Art Book*. Charlotte, VT: Williamson Publishing, 1994.

CRAFT: Make a Knight's Helmet

Materials needed:
Stiff paper or thin cardboard
Scissors or craft knife
Glue
Tape
Paint
Paintbrush
Pencil
Colored paper

1. Cut out a piece of stiff paper that fits around your head. Cut and fold tabs along the top.

2. Hold the paper against your face and mark two slits for your eyes. Cut these eye slits out. Don't forget to cut breathing holes too!

3. Paint your helmet and tape it together at the back.

4. To make a plume, draw a line across a sheet of colored paper, about 2 1/2 inches from one edge. Cut strips up to this line. Roll the paper into a tube and tape it together.

5. Cut out a stiff paper circle for the top of your helmet and paint it. Make a hole in its center, push the plume through and secure it with tape.

6. Now glue your helmet together and prepare for battle![8]

CRAFT: Make a Stained Glass Window

(You might wish to create a coat of arms for yourself or your family. Be sure to keep the design fairly simple, because crayons are not good for drawing tiny details.)

Materials needed:
White paper
Pencil
Crayons
Cotton balls
Vegetable Oil

1. Draw your design on a piece of white paper and then go over its outlines in black crayon. You'll need to press quite hard.

2. Color the spaces between the black lines. Make sure that the paper shows through only where you particularly want it to.

3. Pour a little vegetable oil onto a cotton ball and wipe it over the back of your design.

4. When the paper is dry, tape it on a windowpane. Your coat of arms will glow when the sunshines through it, just like a stained-glass window.[8]

---

[8] Wright, Rachel. *Knights.* New York: Franklin Watts, 1991. Used with permission of the publisher.

CRAFT: Make Your Own Tapestry

Materials needed:
A piece of thick cardboard
Scissors
Pencil
Ruler
Different colored spools of thread, yarn, string, raffia, strips of fabric, etc.
Stick

1. To make a simple loom, cut evenly space notches along the top and bottom edges of a piece of cardboard.

2. Wind some yarn onto the cardboard and knot the ends to the outside notches. These are the warp threads. They need to be pulled fairly taut so that the cardboard bends slightly.

3. To keep the edges of your tapestry straight, draw lines inside the first and last warp threads. These lines will help you see whether you are pulling your weaving too tight. (A thread that weaves in and out of the warp is called the weft.)

4. Tie your first weft to one of the outer warp threads. Weave it across the loom by going over and under alternate warp threads.

5. When you reach the final warp thread, weave the weft back again. This time it needs to go under and over alternately.

6. As you weave backwards and forwards, push the weft threads down firmly with your fingers. This is so the warp won't show through.

7. When you want to change the color or thread, knot the old and new weft threads together and push the knot to the back of your tapestry.

8. When you have finished, lift your weaving off its cardboard loom. Slide a stick through the loops at the top and hang it up.[9]

CRAFT: Hobby Horses

Materials needed:
Sock (not a tube sock)
Cloth or newspaper
Yardstick
Rubber bands
Buttons
Yarn

1. To make a knight's or lady's horse, stuff any kind of sock (except tube socks) with cloth or newspaper.

2. Fasten sock to yardstick with rubber bands.

3. Add button eyes and a yarn mane.

4. Invite the knights and ladies to a ride outside or around the room.[10]

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[9] Wright, Rachel. *Castles*. New York: Franklin Watts, 1992. Used with permission of the publisher.

[10] Adapted by Louisa Aikin from: Warren, Jean. *Theme-A-Sauus II: The Great Big Book of More Mini Teaching Themes*. Everett, WA: Warren Publishing House, Inc., 1990.

LET'S MAKE A CROWN

MATERIALS

For each child you will need: One sheet of 12" x 18" construction paper or posterboard (gold, yellow, or orange colors best), scissors, glue, and a variety of trims such as self stick dots (from office supply stores), sequins, gold braid trims, pieces of gold or silver foil, jewel or bead trims (sold in bags at craft shops), fancy buttons, glitter, gold/silver gift tie cord, etc. (optional – crayons), a stapler or tape.

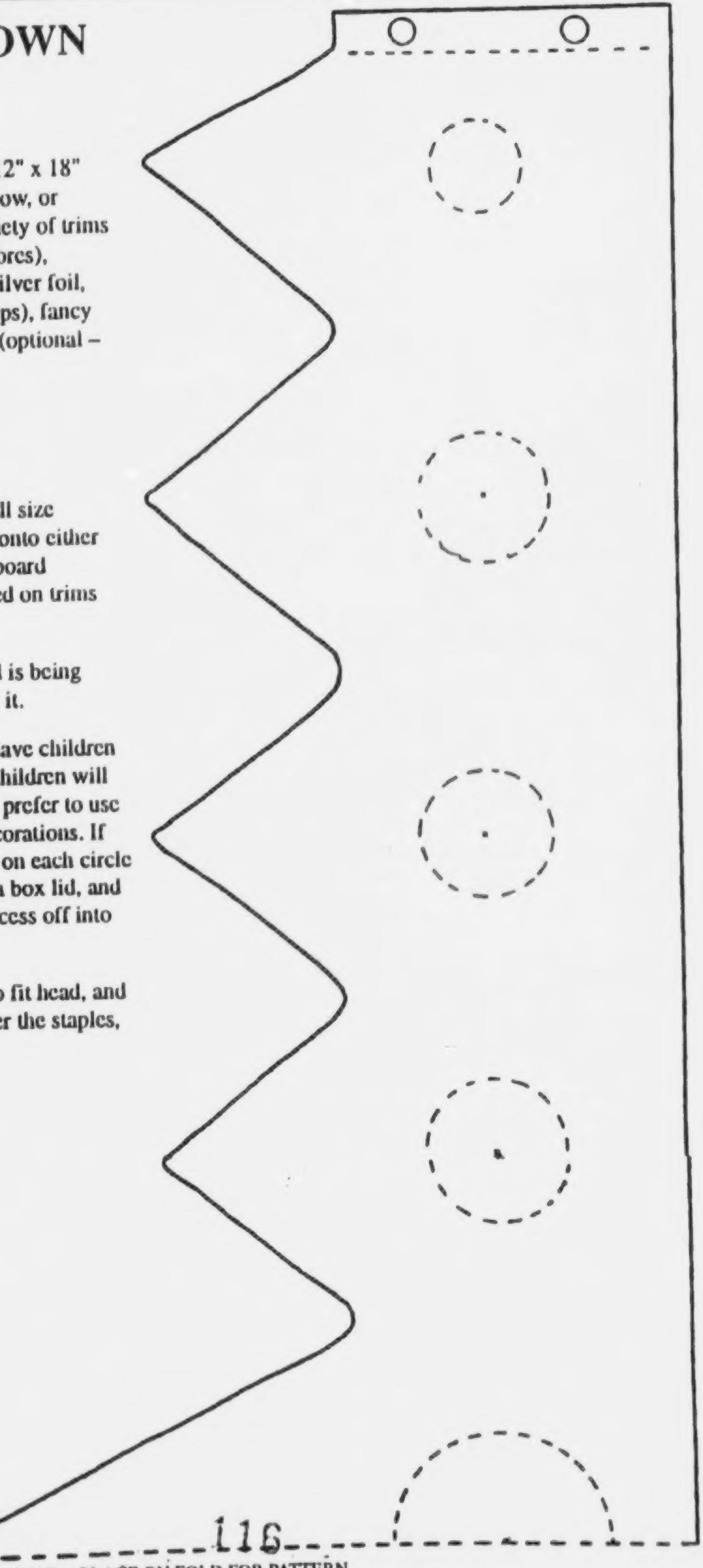
DIRECTIONS

1. Use the pattern on this page and make full size templates for children to trace crown shape onto either 12" x 18" construction paper or onto posterboard (posterboard supports the weight of the glued on trims best).

2. Cut the crown pattern out. If posterboard is being used, young children may need help cutting it.

3. Using a variety of trims and craft glue, have children create their own decorated crowns. Older children will be inventive. For young children, you may prefer to use a variety of self stick labels, and crayon decorations. If desired, help children place a circle of glue on each circle on the pattern. Place the flat crown inside a box lid, and sprinkle glitter on the glue spots. Shake excess off into box.

4. When the glue has dried, curve crown to fit head, and tape or staple ends together. Place tape over the staples, inside the crown, to avoid any scratches. [11]



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CENTER FOLD – PLACE ON FOLD FOR PATTERN

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[11] *"Let's Make A Crown,"* from KIDSTUFF, Volume 4, #10. Used by permission of KIDSTUFF, 1307, South Killian Drive, Lake Park FL, 33403. Copyright GuideLines Press, 1987.

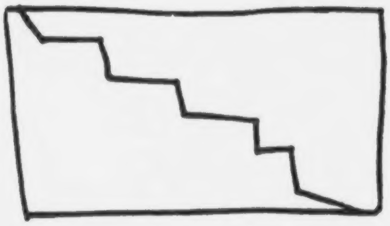
CRAFT: Make a Dragon Hat

Materials needed:
Green construction paper, 12" x 18"
Green construction paper, 6" x 12"
Scissors
Glue
Stapler
Bright paper scraps
Something gold: glitter, paint, marker, or paper scraps

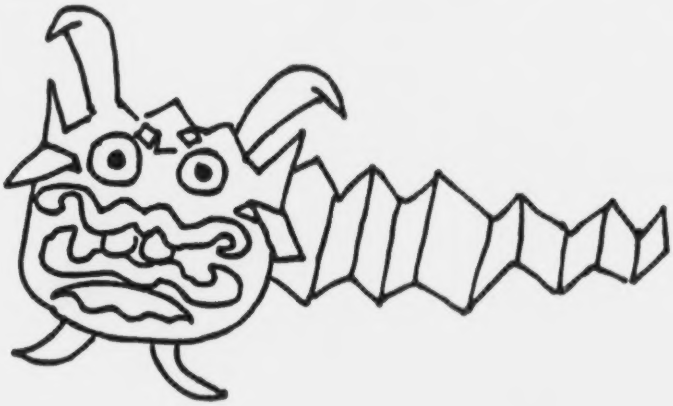
1. Cut the large pieces of green paper in half with a large zigzag cut.

2. Glue or staple the paper together. Wrap this strip around your head, overlap it to fit, and draw a line. Remove the strip from your head and staple.

3. Cut the 6" x 12" green construction paper with a zigzag cut as shown. Accordion-fold and glue one of these pieces to the end of the dragon's body. Discard the second piece or share it with a friend.



4. Add the dragon features to the front using bright paper scraps and decorate with gold. Accordion-fold the tailpiece.[12]



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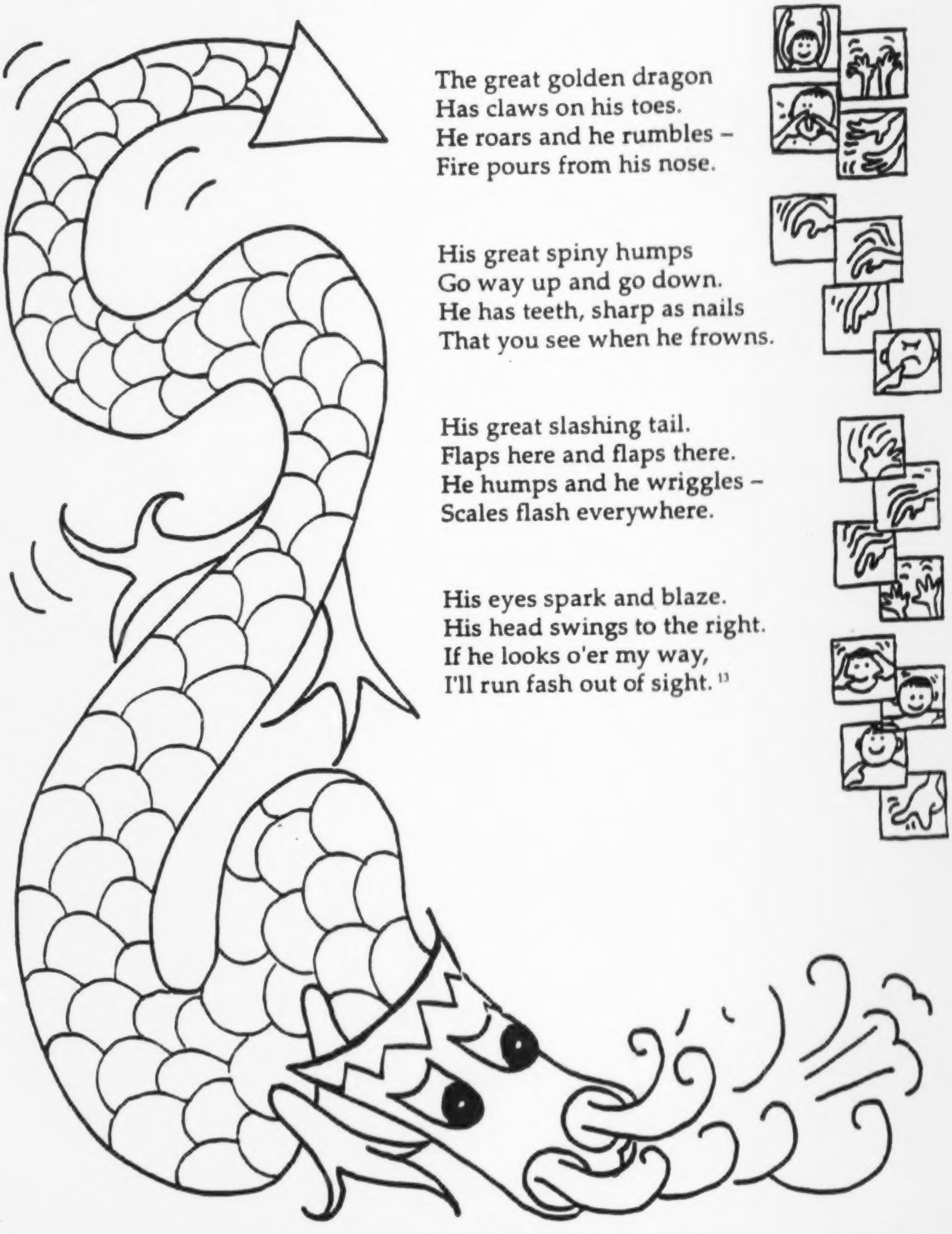
[12] Ritter, Darlene. *Multicultural Art Activities from the Cultures of Africa, Asia and North America*. Cypress-CA: Creative Teaching Press, 1993. Used with permission of the publisher.

The great golden dragon



The great golden dragon
Has claws on his toes.
He roars and he rumbles –
Fire pours from his nose.

His great spiny humps
Go way up and go down.
He has teeth, sharp as nails
That you see when he frowns.

His great slashing tail.
Flaps here and flaps there.
He humps and he wriggles –
Scales flash everywhere.

His eyes spark and blaze.
His head swings to the right.
If he looks o'er my way,
I'll run fash out of sight. [13]

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[13] Reprinted with permission from "Finger Plays for Home and School." Copyright © 1990 Scott, Foreman and Company.

A LONG STORY

This experiment in cooperative storytelling may not only become the world's longest story, but also the tallest one!

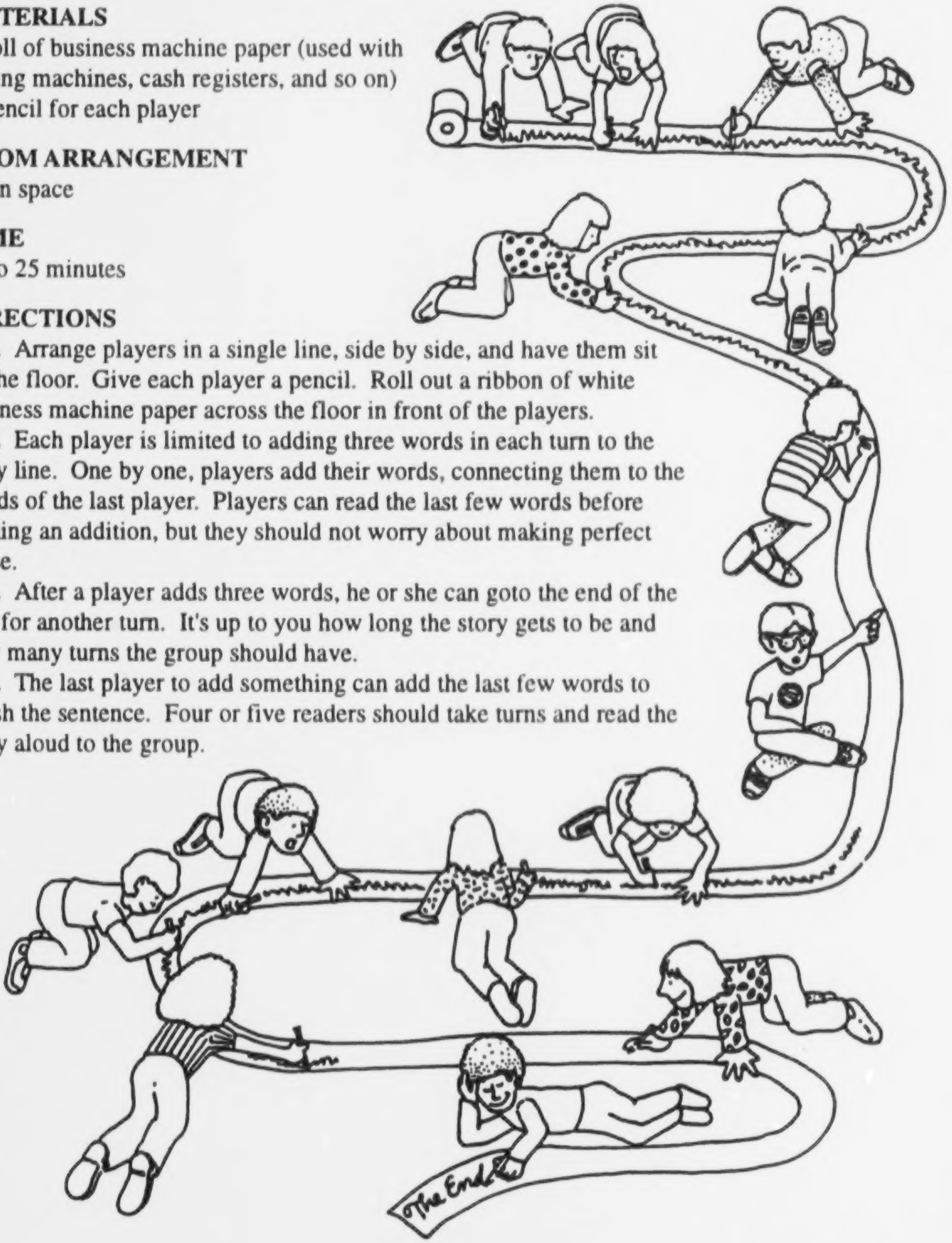
MATERIALS
A roll of business machine paper (used with adding machines, cash registers, and so on)
A pencil for each player

ROOM ARRANGEMENT
Open space

TIME
15 to 25 minutes

DIRECTIONS

1. Arrange players in a single line, side by side, and have them sit on the floor. Give each player a pencil. Roll out a ribbon of white business machine paper across the floor in front of the players.
2. Each player is limited to adding three words in each turn to the story line. One by one, players add their words, connecting them to the words of the last player. Players can read the last few words before making an addition, but they should not worry about making perfect sense.
3. After a player adds three words, he or she can goto the end of the line for another turn. It's up to you how long the story gets to be and how many turns the group should have.
4. The last player to add something can add the last few words to finish the sentence. Four or five readers should take turns and read the story aloud to the group.



Kings & Queens and Other Things!

Greetings, Loyal Readers!

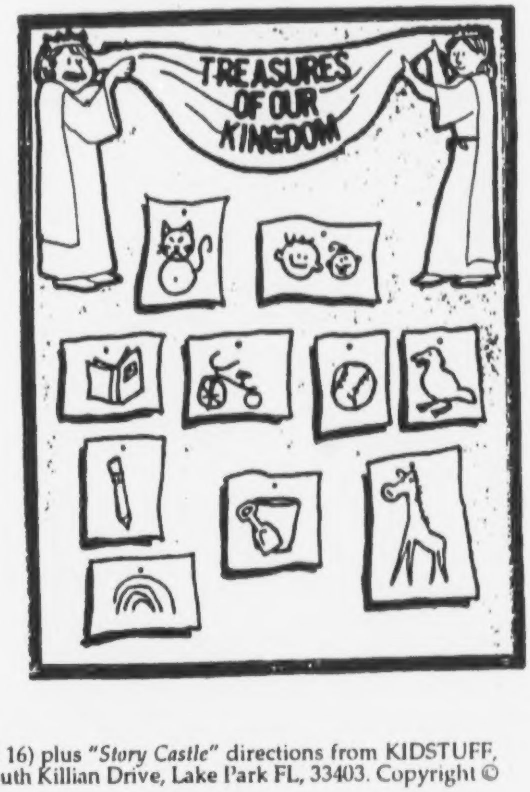
As you may have surmised from the title and salutation above, the Kidstuff brings to you an issue full of activities about kings and queens, princes and princesses, dragons, castles and other things!

There are so many things which visually represent royalty that it's an easy task to coordinate this topic and your work setting. Decorate your work area with crowns, banners and coats of arms like the ones shown above. Put up a bulletin board entitled, Treasures of Our Kingdom. Use this bulletin board idea as a discussion topic, explaining that a treasure is not always money or jewelry, but is something that is very important. Have the children draw pictures of things that are important to them. Add the pictures to the bulletin board, as shown.

Another decorative and worthwhile activity to do with older children is to have them make personal Coats of Arms. On a sheet of paper with an outline of a simply drawn coat of arms (pattern on page ??), divided into sections (2 - 4), have children draw pictures about themselves, things they like to do, their families, what they want to be, their pets, something that makes them happy, favorite foods, et. Besides helping you to get to know the children you work with better, these coats of arms make an interesting and colorful display.

For a really spectacular setting, turn the area where you tell your stories into a Story Castle. All it takes is some effort, construction paper, tape and boxes from the supermarket. Detailed directions and illustrations for this project can be found on the back page. The adults that you work with will be impressed by your efforts, and children will be thrilled and enthused to enter your kingdom for story time in a castle.

If you have an outdoor play area with a sandbox, you can have the children make sand castles. If you haven't a sandbox, purchase a good sized child's wading pool (watch garage sales for these) and fill it with clean sand for inside or outdoor use. If you haven't room for a pool, then place clean sand in large plastic trays or tubs and let the



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[14] *"Kings & Queens and Other Things,"* editorial (pages 1 & 16) plus *"Story Castle"* directions from KIDSTUFF, Volume 4, #10. Used by permission of KIDSTUFF, 1307 South Killian Drive, Lake Park FL, 33403. Copyright © Guide Lines Press, 1987.

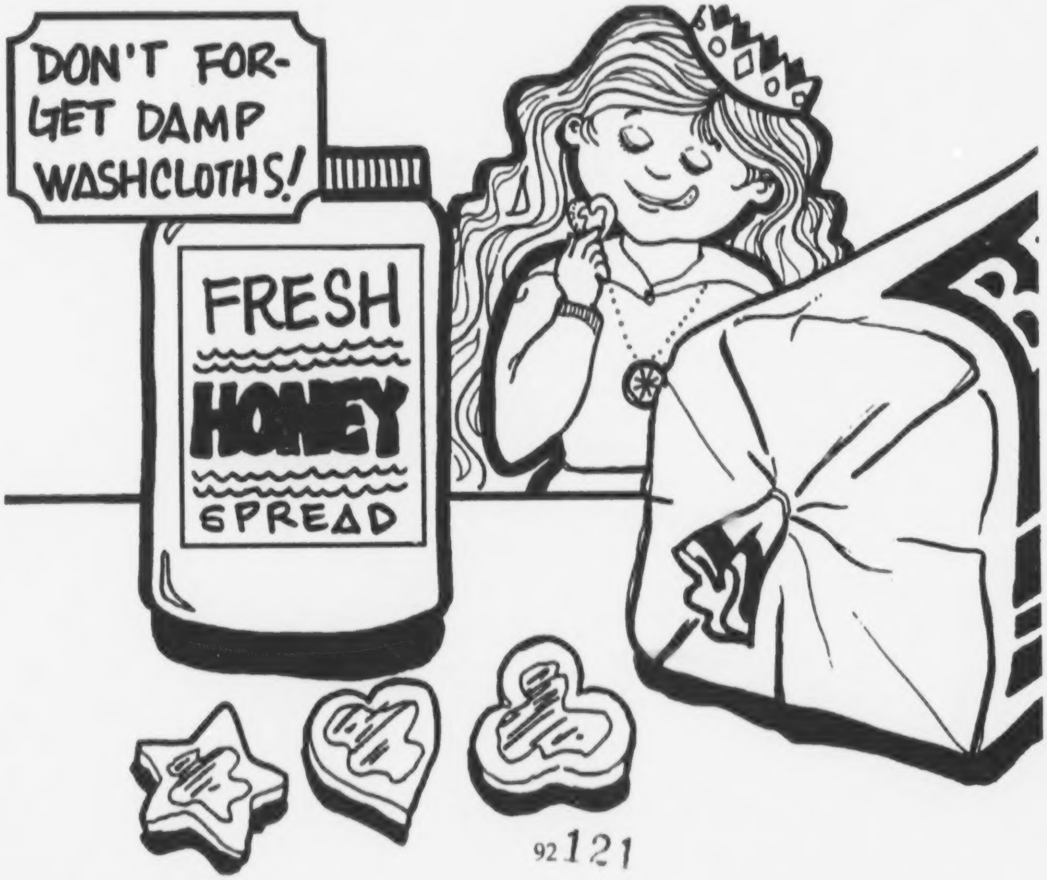
children make sand castles on table tops. Have a vacuum cleaner handy for clean ups!

If you're interested in doing some vocabulary building, take advantage of all the words associated with this topic that you can introduce to children, for example: moat, battlements, scepter, cape, kingdom, loyal subjects, armour, throne, etc.

And speaking of thrones, whether or not you make the story castle, at least turn the chair you usually use into a throne for your story presentations! Tie gold ribbons all over it, or if it's an old chair, spray paint it metallic gold! Glue glitter to the legs, etc. It doesn't matter what you do, as long as you dress it up!

Our topic this time lends itself perfectly to imaginative creative play. Children relish role playing. Have children act out being kings, queens, dragons, and/or knights, etc. Consider dressing as a king/queen to present your programs. Consider asking all the children to attend "dressed up" and then choosing two to be King and Queen for a Day! These special two can wear crowns and purple crepe paper capes, and hold scepters (staple a crown shape to an empty paper towel roll or rolled tube of construction paper), lead a group procession, while a recording of Pomp and Circumstance, a traditional graduation march, is played. Inside on page 9, you'll also find directions for making a dragon that's sure to add excitement to your environment!

As a treat why not serve what the queen ate in Sing A Song of Sixpence? If you recall, she was in the parlor eating bread and honey spread upon the bread, after the rhyme has been recited. Have some damp washcloths available to wipe away the stickies! Have a royal old time with Kings and Queens and Other Things!



STORY CASTLE

Use masking tape and mark off a square area on the floor large enough to contain all the children in your group. If you can, construct turrets in all corners. If not, then construct them between the two corners on the square where children would enter the castle.

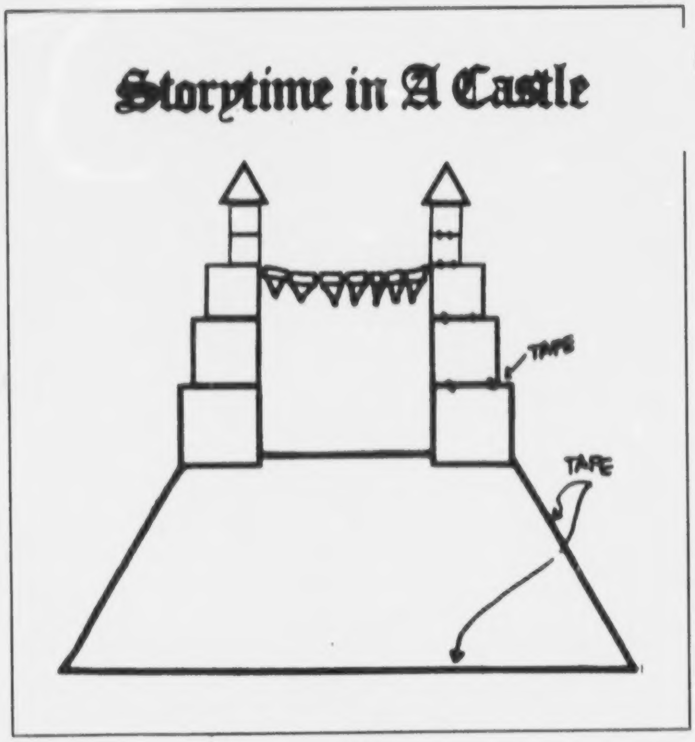
TURRETS

Gather a quantity of cardboard boxes, in descending sizes, from the supermarket, or appliance stores, etc. Each turret should be tall enough so that an adult could walk beneath the banners, as shown below. Each turret needs to be constructed out of the same type of boxes. Spray paint, if possible, all the boxes, using a metallic gold color.

To build the turrets, place double sided carpet tape on the bottom on the largest box. Place on the floor, tape side down, on one corner. Place the next size box atop the largest, again affixing it in place with the double sided tape. Continue building the turret until you reach the height you desire. At the top of the last small sized box, place a cone shaped top. Make a large circle on paper, cut out and then cut in from the circle's edge to the center. Overlap edges till you have a cone shape that will fit on tope of the last box. Staple cone in place and then tape atop box. Repeat procedure in opposite corner (and in remainder of corners if desired.

Connect the turrets by stringing heavy twine or lightweight wire, held in place by masking tape, from one turret to another. Using clear tape, hang banners across the twine/wire. Make banners by cutting colored construction paper or striped wrapping paper as shown.

The castle can be stored for future use by breaking the boxes down and folding flat. Caution children not to lean against the castle, as its walls aren't as sturdy as a real one!



Jester Jokes![15]

Can you match the questions with the answers?

Q: What do you call a baby knight?

Q: Why did the prince climb Rapunzel's hair?

Q: What wakes the dragon up every morning?

Q: Who is the loveliest lamb in all of the fairy tales?

Q: What do dragons eat with their soup?

Q: When do most knights get hurt?

Q: Why did the queen decide to put a pea under the mattress?

A: Because she was a pea-nut.

A: Sheeping Beauty

A: At knightfall.

A: Firecrackers.

A: A knight crawler.

A: The fire alarm.

A: Because the elevator was broken.

---

[15] Jester Jokes from *Kiss a Frog* by Rick Walton. Copyright 1989 by Lerner Publications Co. Used by permission of the publisher. All rights reserved.

Jester Jokes! [15]

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A: Because the elevator was broken.

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[15] Jester Jokes from *Kiss a Frog* by Rick Walton. Copyright 1989 by Lerner Publications Co. Used by permission of the publisher. All rights reserved.

PLAY: "Fooling the King"

Players:
- Narrator
- King
- Town Crier
- Wizard of Wisdom
- Swamee of Smarts
- Emperor of Everything
- Little Girl
- Audience Participants

NARRATOR: I am__________________. I will be your narrator.
KING: I am __________________. I play the king.
TOWN CRIER: I am________________. I play the town crier.
WIZARD OF WISDOM: I am____________________. I play the Wizard of Wisdom.
SWAMEE OF SMARTS: I am____________________. I play the Swamee of Smarts.
EMPEROR OF EVERYTHING: I am________________. I play the Emperor of Everything.
LITTLE GIRL: I am_________________. I play the little girl.

The play:

NARRATOR: The king was bored.

KING: I'm very bored. I love jokes and riddles but I've heard them all.

NARRATOR: The king sent out a proclamation.

TOWN CRIER: HearYe! HearYe! Anyone who can fool the king will win a bag of gold.

NARRATOR: People came from far and wide to try to earn the bag of gold.

TOWN CRIER: The Wizard of Wisdom has come to ask you a riddle, sire.

KING: (bored) Go ahead. What's the riddle?

WIZARD OF WISDOM: How can you make pants last?

KING: Easy. You may make pants last if you make the coat and vest first.

NARRATOR: A little laughter please. (raise hand for audience to laugh and demonstrate false laughter: "Hee hee hee.") More please.

KING: (pointing to audience) Go ahead and laugh. I used to think that joke was funny. Now I'm just bored.

TOWN CRER: The Swamee of Smarts has arrived to fool you, sire.

KING: (bored) Go ahead. What's the joke?

SWAMEE OF SMARTS: Why do hummingbirds hum?

KING: (bored) I know that one. Hummingbirds hum because they don't know the *words* to the songs.

NARRATOR: Audience, we need you once again. A little laughter, please. (raise and lower hand for laughter)

KING: Go ahead. Laugh. Your king is bored, bored, BORED.

TOWN CRIER: The Emperor of Everything has arrived to fool you, sire.

KING: (bored) Go ahead. What's the joke?

EMPEROR OF EVERYTHING: What goes up and never comes down?

KING: (bored) I know that one. What goes up and never comes down? Your age.

NARRATOR: Audience, we need you more than ever now. A little laughter, please. (raise and lower hand for laughter)

KING: Go ahead. Laugh. Your king is still bored.

TOWN CRIER: The little girl from down the street is here, sire.

KING: How can you possibly fool me? You're only in grade school.

GIRL: I'm not here to fool you. I'm here to collect the five bags of gold you owe me.

KING: What gold? What are you talking about?

GIRL: I've come to collect five bags of gold you said I could have last week when I walked your dog.

KING: (puzzled) What dog? What gold? I don't remember!

GIRL: I fooled you! I fooled you! Now you owe me at least one bag of gold!

NARRATOR: The king was amazed that a little girl could fool him.

KING: Here is a bag of gold.

GIRL: Thank you.

KING: It cost me a lot of gold to sit around being bored. I think I'll go out and buy a dog.

TOWN CRIER: HearYe! HearYe! Who has a dog to sell the king?

NARRATOR: But that's another story. This one ends here.[16]

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[16] Excerpted from Presenting Reader's Theater: Plays and Poems to Read Aloud Copyright 1987 by Caroline Feller Bauer. Reprinted by special arrangement with the H.W. Wilson Company.

PLAY: "A Play of St. George"

(In the Middle Ages, Midsummer was celebrated with costumed actors presented traditional "mummings," or short, traditional plays. The Dragon was sometimes played by an actor or a kite; it could also have been made of sugar, marzipan or pastry.)

Cast of Characters:

1. The Kind King
2. The Beautiful Princess
3. The Red Dragon
4. Noble St. George
5. The Old Doctor
6. The Narrator

NARRATOR: Long ago, in the Middle Ages, people would celebrate Midsummers Day with a play about St. George and the Dragon. As our play begins, the Kind King is very sad, for a fierce dragon is causing trouble in the kingdom. The only way to please the beast and keep it from destroying the land is to feed it plump cattle. But now there are no more animals and the King must offer his child, the beautiful princess, to the dragon.

KING: Woe is me, my darling daughter,
That I must live and see your slaughter.

NARRATOR: Bravely, the Princess receives his blessing, and, dressed in her finest clothes, goes with the King to the swamp to await the Dragon's arrival.

[Enter St. George.]

NARRATOR: St. George happens to ride by the swamp and sees the beautiful Princess. Hearing her story, he insists on trying to help her. But the Princess, who has fallen in love with the brave knight, tries to get him to leave her, for she fears the dragon will kill him.

PRINCESS: Good youth, good sir, spur on your horse
And fly to take another course.
The Dragon - foul and fierce and sly-
Will grind his jaws to make me die.
I beg of you, be off in haste!

ST. GEORGE: For you to die would be a waste!
I will not take one step from here
Until I rescue you from fear.
My horse, my cross, my sword, and I
Will bring this monster forth to die.

[Enter the Dragon.]

NARRATOR: Suddenly, the gigantic Dragon roars! It moves toward the Princess, the King, and St. George.

DRAGON: Stand on head, stand on feet!
Meat, meat, meat, for me to eat!
I am the Dragon. Here are my jaws!
I am the Dragon. Here are my claws!
Meat, meat, meat, for me to eat!
Stand on my head, stand on my feet!

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NARRATOR: The Dragon attacks, frightening everyone but St. George. George boldly rushes at him with his sword and cross, and the monster quietly kneels at his feet. St. George tells the Princess to control the monster.

ST. GEORGE: Now place your belt around his neck.
Tame as a dog he will not harm a speck.

NARRATOR: The Princess takes off her belt, and she and St. George proudly lead the Dragon around. But, the belt accidently slips from the Dragon's head and, with a roar, it turns again to attack. The monster wounds the King, the Princess and St. George. With his last strength, George drives his sword through the Dragon's body, and all four fall to the ground.

[Enter the Old Doctor.]

NARRATOR: The wise old Doctor, looks at the wounded people, and decides to use his magic to help them.

OLD DOCTOR: I am the Doctor, and I cure all ills.
Just gulp my potions, and swallow my pills.
I can cure the itch, the snitch,
The pox, the palsey, and the gout.
All pains within, all pains without.

NARRATOR: The Doctor stands first over the King and the Princess. Holding above their heads two large pills, he says:

OLD DOCTOR: Get up, good King! Get up, good Daughter!
You are too good to end in slaughter.

[The Doctor puts a magic pill in their mouths.]

NARRATOR: Once the Doctor puts pills in their mouths, the King and the Princess stand up at once, healed of their wounds. The Doctor now moves to help St. George.

OLD DOCTOR: Get up, St. George, old England's knight.
You wounded the Dragon. I'll finish the fight.

[The Doctor gives St. George a pill.]

NARRATOR: In the blink of an eye,the knight leaps up, hale and hearty. Now the Doctor puts a pill into the Dragon's throat. The monster roars loudly, thrashes and fails, but finally dies.

(The Play Finale: The actors all bow and collect coins as thanks for the performance. If the "dragon" in the play was a cake or made of marzipan, the audience was served the dessert. If an actor or kite had taken the part, triangular cookies, called *St. John's dragon-wings* were eaten. Today's audience might enjoy the sweet treat at the end of the play, too.

READERS OF THE ROUND TABLE

Craft for preschoolers

Make a page or squire tunic with the children. Pages were children, ages 7 and up, who worked in a knight's castle. When pages reached age 14 they could become squires. Squires were personal servants to knights. When squires had reached age 18, they could become knights.

Ask area grocery stores to donate large, paper bags for this project. Cut out the middle half to two thirds of the bottom of the bag. It should be big enough for the child's head to go through. Cut out arm holes on the sides of the bag. Have the children decorate the bag with their knight's coat of arms or any other way they wish. If the tunic is too large, it can be cut down the back and taped to fit.

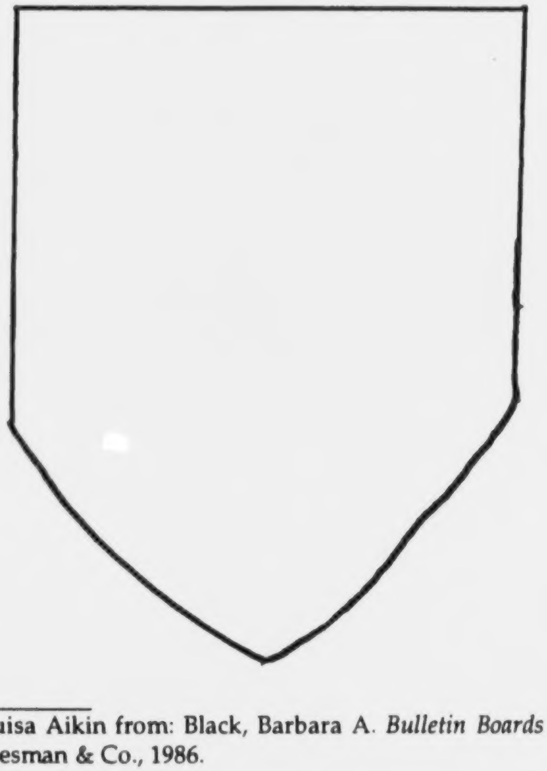
IN DAYS OF OLD
Preschool - Grade 1

Make a Coat of Arms

Participants may wish to make a coat of arms that tells about their families and their own interests. Or, they may wish to make coats of arms for the library and what they like best about it.

Materials needed:	Construction paper (assorted colors) Pattern (below) Tag board or heavy paper Pencils Scissors Glue or glue sticks

1. Enlarge the pattern, if desired and transfer it to tag board or heavy paper. Cut out.
2. Trace the pattern on a sheet of construction paper to make the background for the coat of arms.
3. Using other colors of construction paper, draw items that are of interest to the person and cut them out.
4. Glue items to the background.
5. Display on a wall or bulletin board with the caption, "My Coat of Arms" or "Our Library's Coats of Arms."[17]



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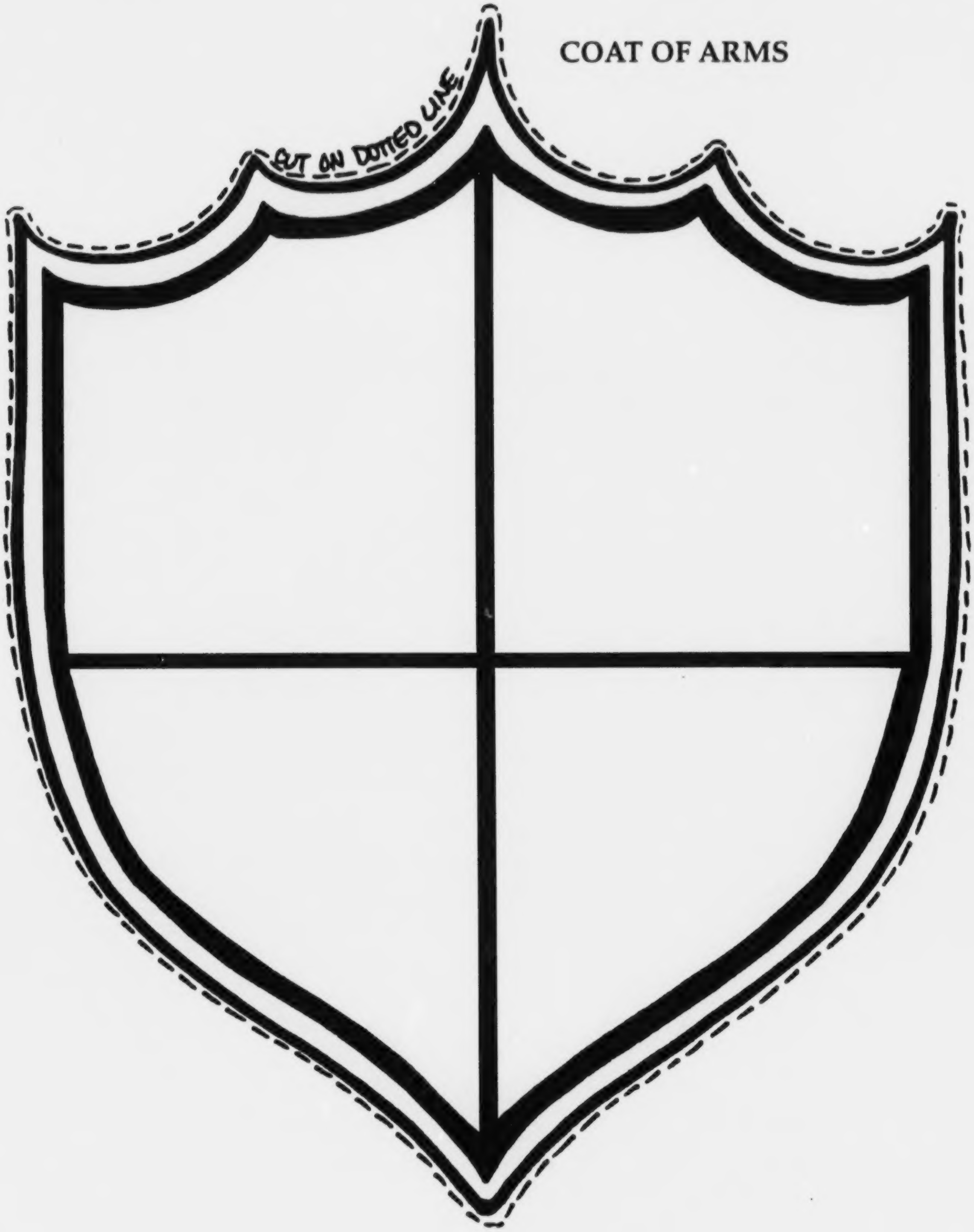
[17] Idea adapted by Louisa Aikin from: Black, Barbara A. *Bulletin Boards to Brag About*. Glenview, IL: Scott, Foresman & Co., 1986.

COAT OF ARMS


CUT ON DOTTED LINE

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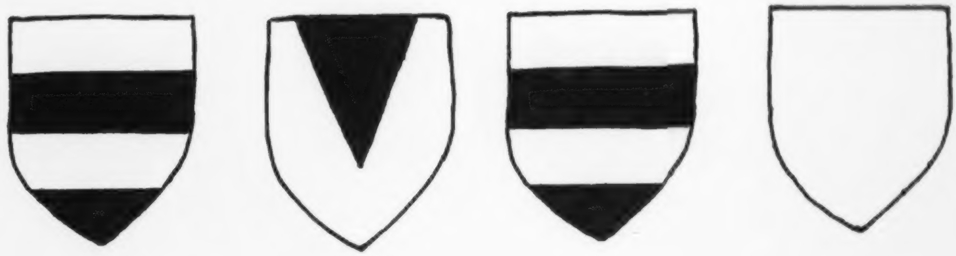
Draw a design on the blank shield to finish the pattern of these Coats of Arms

1.



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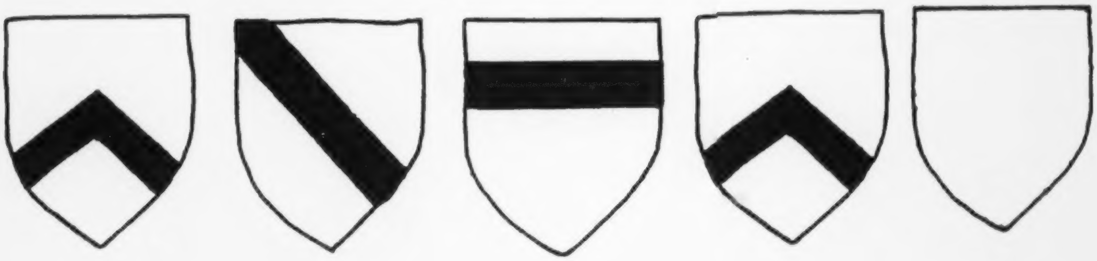

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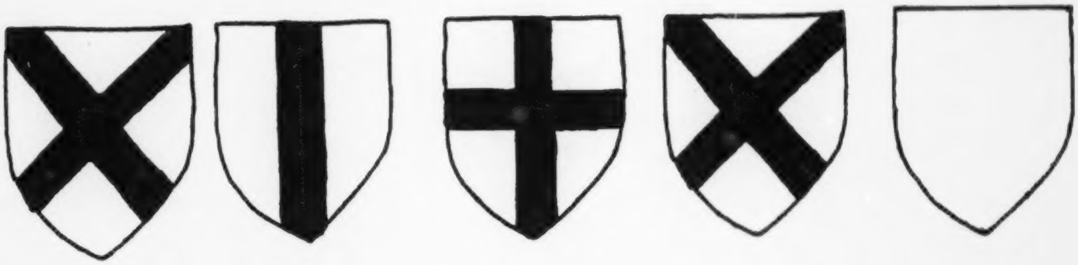

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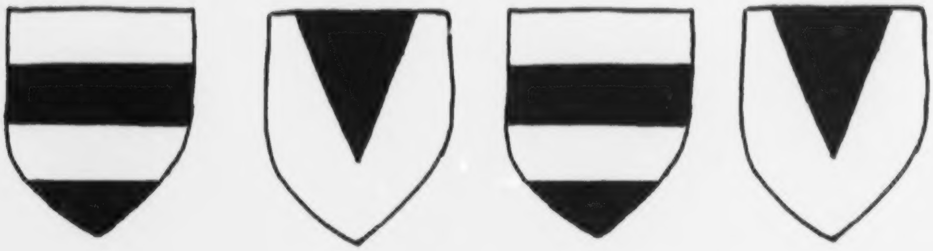

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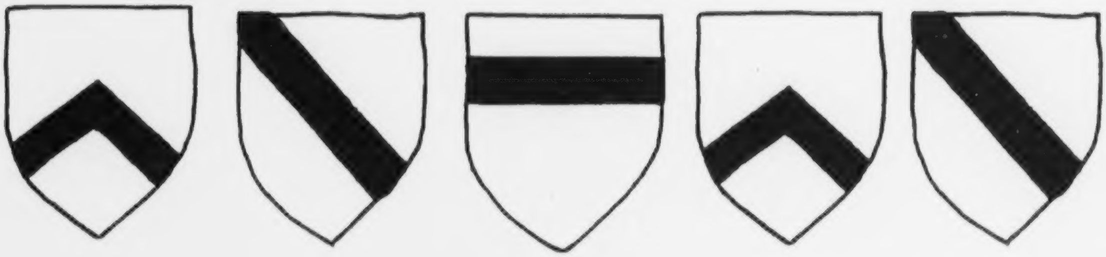

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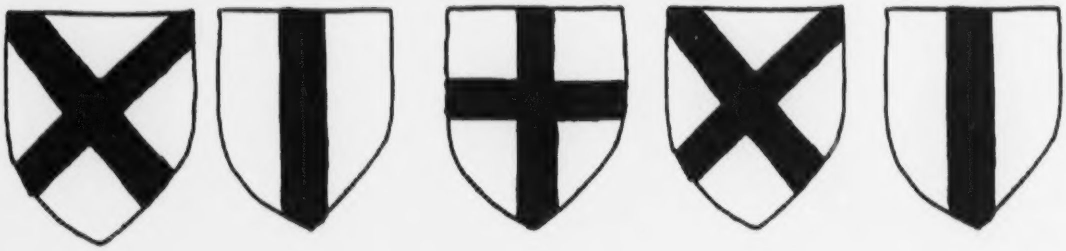


Sand Castle

Ready:

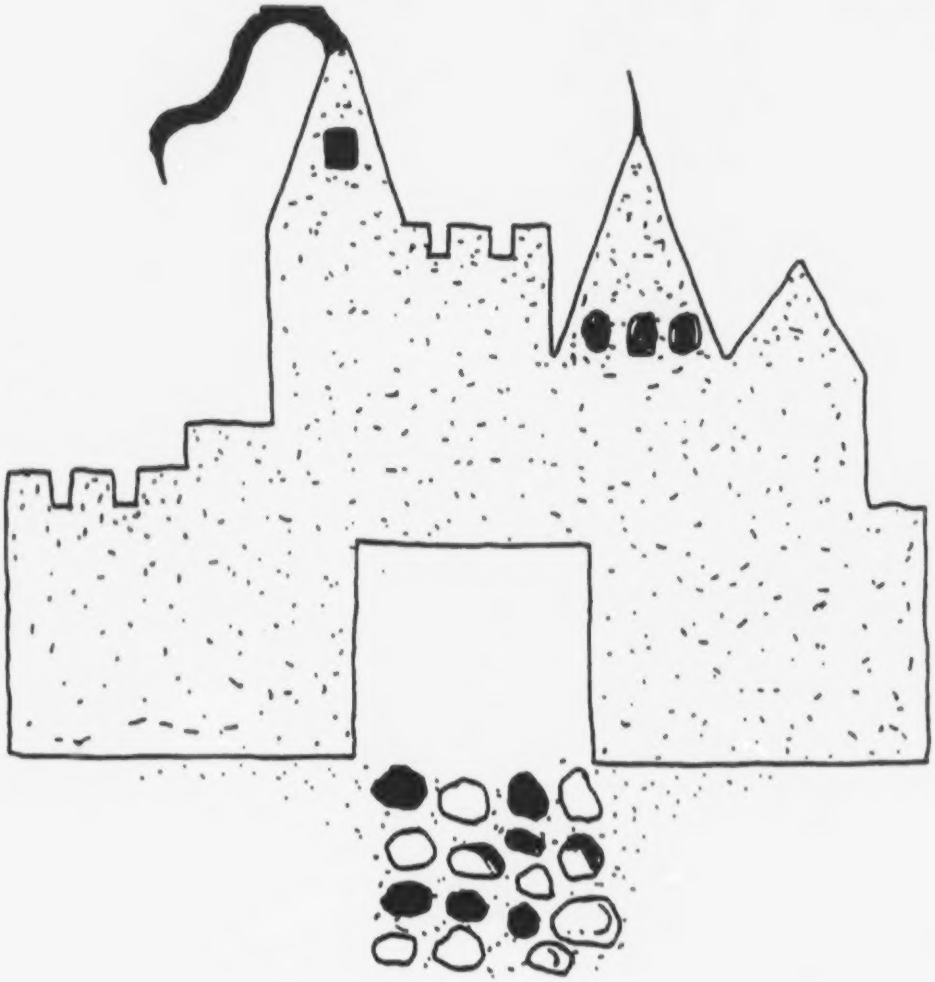
Sheet of construction paper, pencil, glue, brush, sand.

Set:

Outline the simple shape of a sand castle on the paper.

Go:

Brush glue all over the outline of the castle and inside to cover completely. Sprinkle sand all over the castle. Let the glue dry. Then shake off the excess sand. [18]



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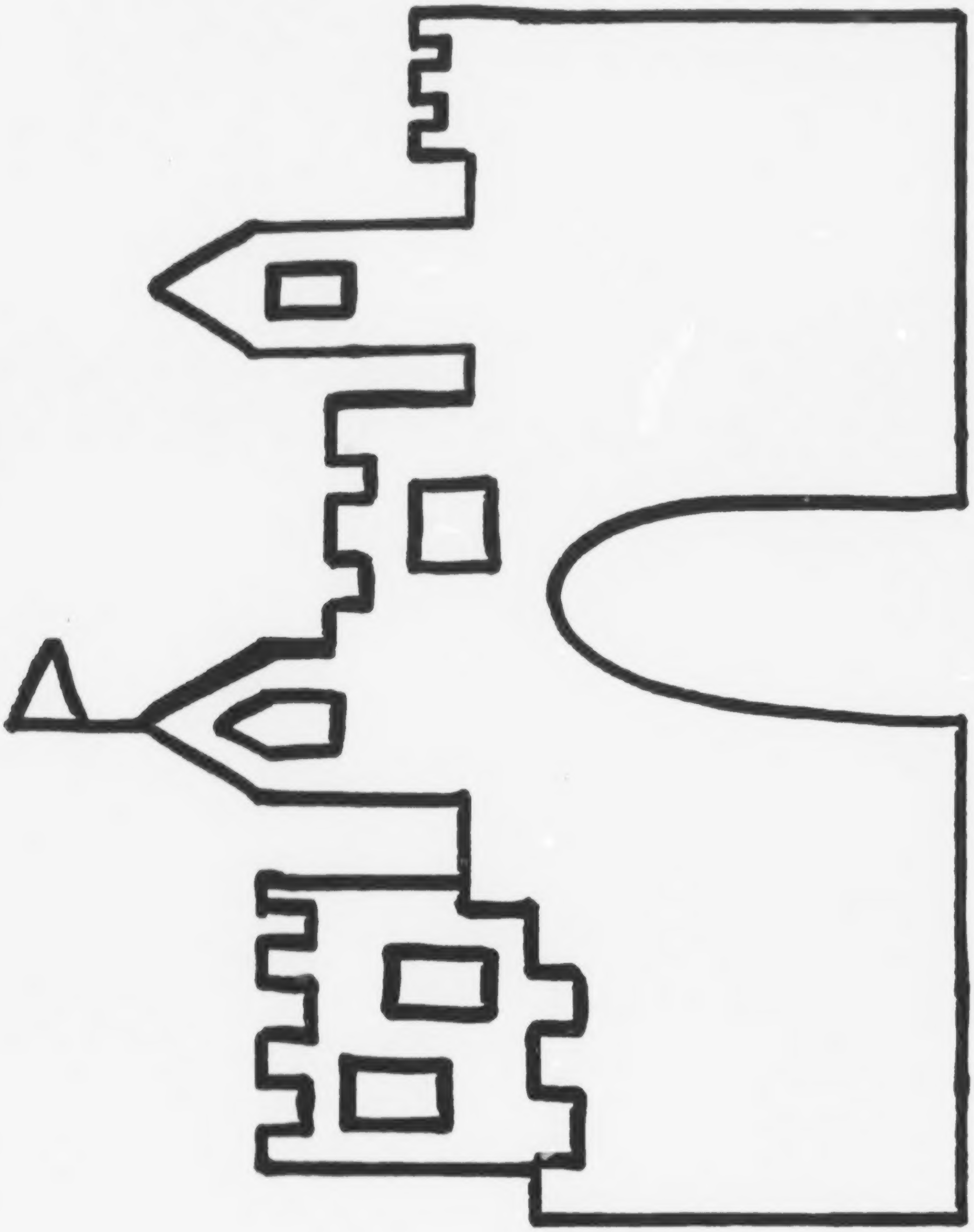
[18] From: *Nature Crafts* by Will Kirkman 1988 © Fearon Teachers Aids. A Division of Frank Schaffer Publications, 23740 Hawthorne Boulevard, Torrance, CA 90505.



SAND CASTLE PATTERN

The following are recipes of favorite foods of the Middle Ages:
RECIPE: "Pease Porridge"

Ingredients:
1 1/4 cups dried green peas
2 cups milk
1/2 teaspoon salt
1/2 teaspoon black pepper

Equipment:
Large mixing bowl
Colander
Measuring cup
Large saucepan
Potato masher
Wooden spoon
Serving dish

1. Put the dried peas into a mixing bowl and cover them with cold water. Let them soak overnight.

2. Drain and rinse the peas.

3. Put the peas in a saucepan with the milk and cook them slowly over a low heat. Do not let the milk boil.

4. Stir the peas occaisonally so that they don't stick to the pan.

5. When the peas are soft, (about one to one-and-a-half hours) take the saucepan off the heat and mash the peas into a smooth paste.

6. Stir in the black pepper and salt.

7. Put the mixture into a serving dish.[20]

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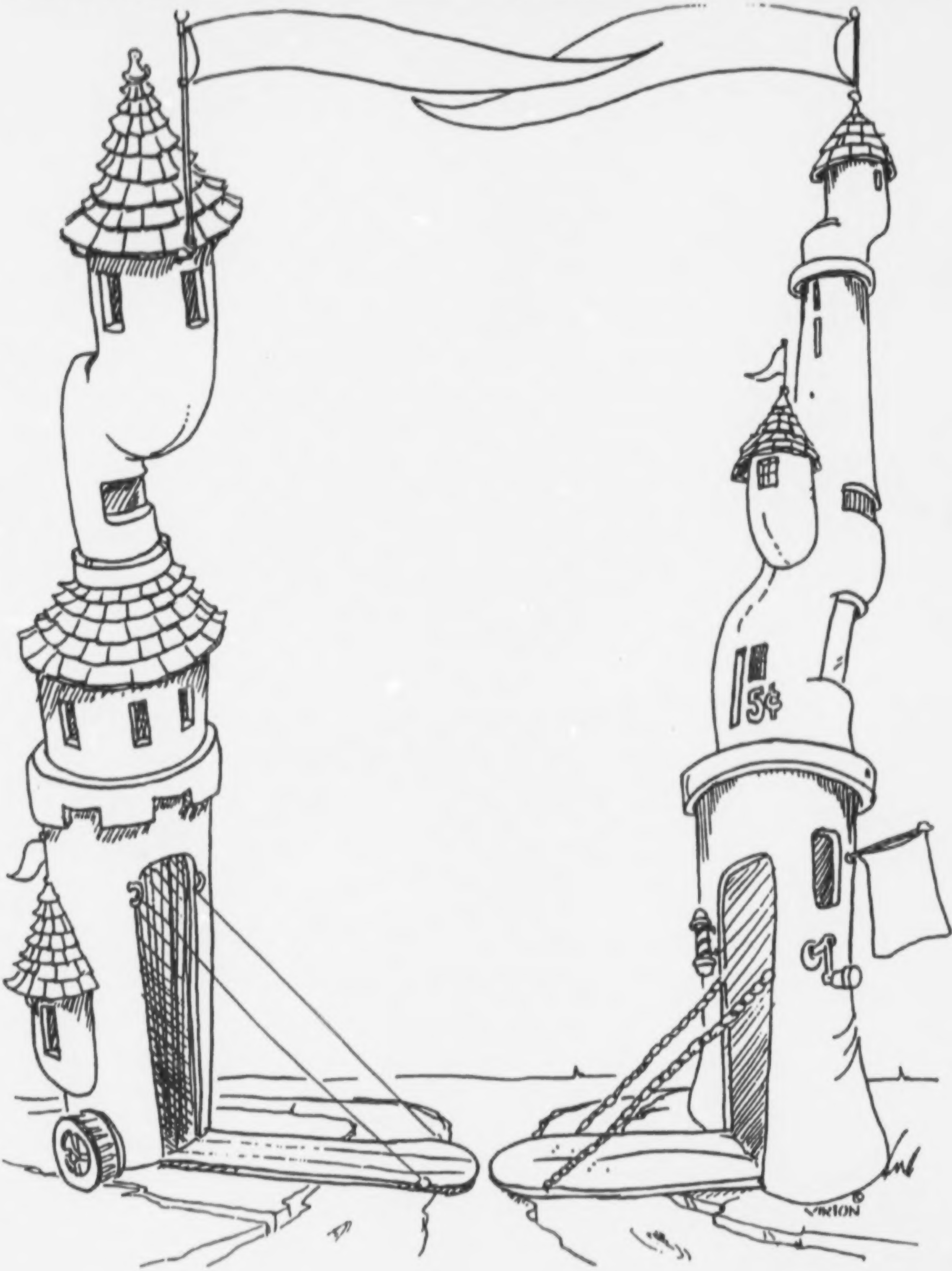
[20] Dawson, Imogene. *Food & Feasts in the Middle Ages.* New York: New Discovery Books, 1994. Used with permission



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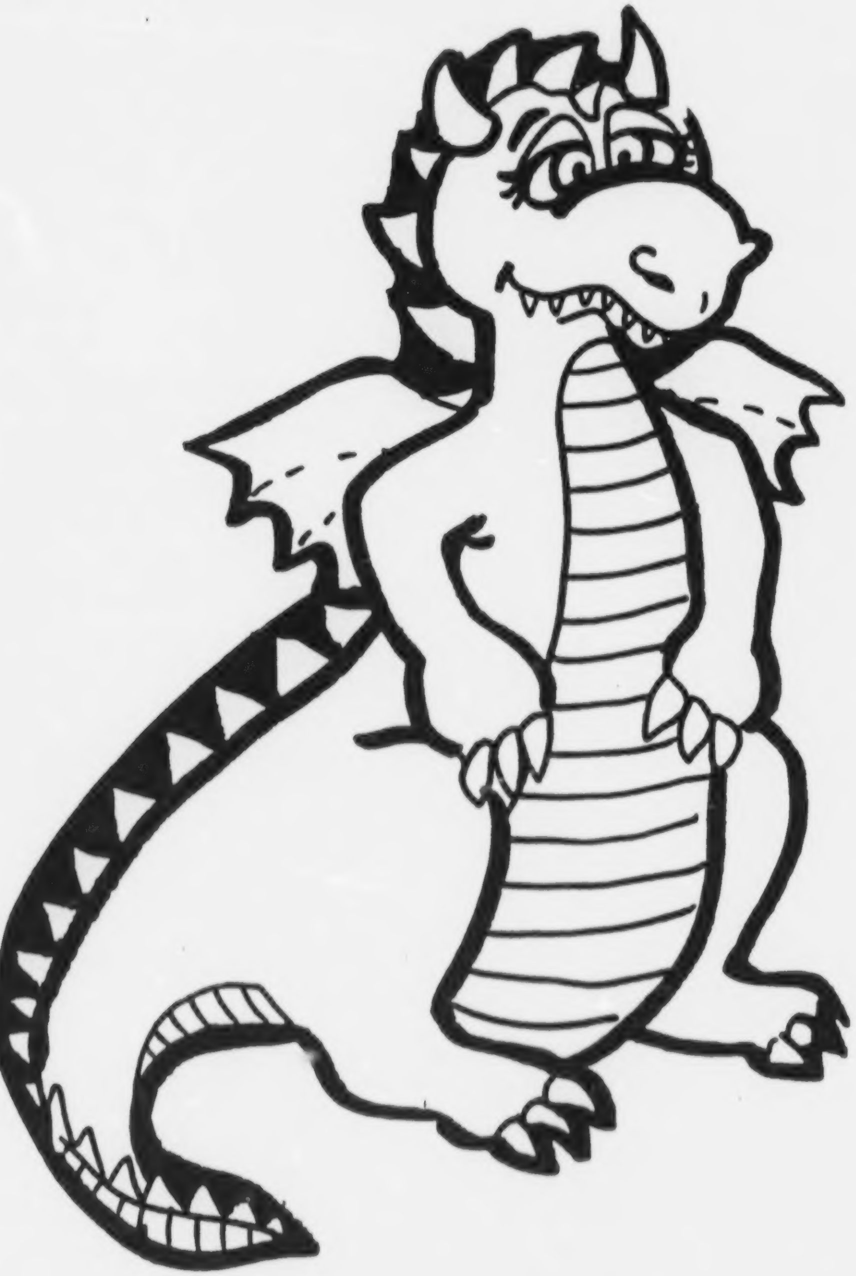
[19] "Art excerpted from Write from the Edge by Ken Vinton © 1996. Used with permission of Free Spirit Publishing, 1-800-735-7373.



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Derby, Sally. *Kingtendrick's Splinter.* New York: Walker, 1994. ISBN 0802783236 $15.85

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Hennessy, B.G. *The Missing Earts.* New York: Viking, 1989. ISBN 0670820393 $12.95

Hilton, Nette. *Prince Lachlan.* New York: Orchard, 1990. o.p.

Hutchins, Pat. *King Henry's Palace.* New York: Greenwillow, 1983. o.p.

Juster, Norton. *Alberic the Wise.* New York: Simon & Schuster, 1992. ISBN 0887082432 $16.95

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Mahy, Margaret. *The Queen's Goat.* New York: Smithmark, 1995. ISBN 083172210x $3.98

Miller, M. L. *The Enormous Snore.* New York: Putnam, 1995. ISBN 0399226508 $15.95

Sharratt, Nick. *The Green Queen.* Cambridge, MA: Candlewick, 1992. ISBN 1564020932 $5.95

Shulevitz, Uri. *One Monday Morning.* New York: Simon & Schuster, 1986. ISBN 0689710623 $4.95

West, Colin. *The King's Toothache.* New York: Lippincott, 1987. o.p.

Wild, Margaret. The Queen's Holiday. New York: Orchard, 1992. o.p.

Wood, Audrey. *King Bidgood's in the Bathtub.* San Diego: Harcourt Brace Jovanovich, 1985. ISBN 0152427309 $16.00

Recommended books for programming ideas:

Irving, Jan. *Full Speed Ahead!: Stories and Activities for Children on Transportation*. Englewood, CO: Libraries Unlimited, 1988.

Irving, Jan. Glad Rags: Stories and Activities Featuring Clothes for Children. Littleton, CO: Libraries Unlimited, 1987.

Irving, Jan. *Mudluscious: Stories and Activates Featuring Food for Preschool Children*. Littleton, CO: Libraries Unlimited, 1986.

These three titles, all written by Jan Irving and Robin Currie, offer a wealth of programming ideas for preschool and early elementary school children. Each volume shares stories, fingerplays, flannel boards, games and crafts on a variety of topics within the larger themes of transportation, clothing, and food. The *Mudluscious book* also offers some easy recipes. Everything I've tried in these books is cleverly done and well-received by young audiences.

Louisa Aikin

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Wood, Audrey. *The Princess and the Dragon*. [S.L.]: Child's Play, 1982. ISBN 0859538974 $ 11.95

IN DAYS OF OLD

Preschool - Grade 1

Books

The following books are recommended:

Aliki. *A Medieval Feast.*
Describes the preparation and celebration of a medieval feast held at an English manor house entertaining royal guests.

Black, Charles C. *The Royal Nap.*
Even the noise of a hiccup keeps King Gordo from falling asleep at naptime, until he discovers the soothing effect of a sad song.

Boesky, Amy. *Planet Was.*
The royal policy on *Planet Was* is never to change anything, until the young Prince Hierre decides that change would be fun and takes matters into his own hands.

Carrick, Donald. *Harald and the Giant Knight.*
When a group of knights decide to use his father's farm for their spring training, Harald and his family must take desperate measures to get the troublesome knights off their land.

Carrick, Donald. *Harald and the Great Stag.*
When Harald, who lives in England during the Middle Ages, hears that the Baron and his royal guests are planning to hunt the legendary Great Stag, he devises a clever scheme to protect the animal.

Derby, Sally. *King Kendrick's Splinter.*
King Kendrick tries to ignore the painful splinter in his toe, but he finally agrees to have it tended so he can lead the Hero's Parade.

Friedman, Aileen. *The King's Commissioners.*
While trying to keep track of his many royal commissioners, the king learns some new ways of counting.

Gurney, Nancy. *The King, the Mice and the Cheese.*
A king runs into trouble when he tries to protect his cheese from the palace mice.

Hazen, Barbara Shook. *The Knight Who Was Afraid of the Dark.*
When the castle bully discovers bold Sir Fred is secretly terrified of the dark, he tries to stir up trouble between that brave knight and his Lady Wendylyn.

Hazen, Barbara Shook. *The Knight Who Was Afraid to Fight.*
Sir Fred, considered to be the bravest knight in the castle, fears for his reputation when a jealous bully tries to expose his secret fear of fighting.

Hieatt, Constance B. *The Joy of the Court.*
Sir Erec rides with his wife through the country seeking adventure in order to prove to her and King Arthur's court that he is not a coward.

Hennessy, B.G. *The Missing Tarts.*
When the Queen of Hearts discovers that her strawberry tarts have been stolen, she enlists the help of many popular nursery rhyme characters in order to find them.

Hilton,Nette. *Prince Lachlan.*
Noisy Prince Lachlan saves the day when his noise frightens off the Great One who wants to steal the King's throne.

Hutchins, Pat. *King Henry's Palace.*
Three short stories about a pleasant palace where a nice king lives happily with his cook, gardener, servants and guards, who wish only to please him.

Juster, Norton. *Alberic the Wise.*
In the days of the Renaissance, Alberic leads the reader among the folds of a rich tapestry in his search for wisdom.

Kleven, Elisa. *The Paper Princess.*
A little girl makes a picture of a princess that comes to life and is carried off by the wind.

Lasker, Joe. *A Tournament of Knights.*
Justin, a young knight in the Middle Ages, prepares to engage in his first tournament, while an experienced challenger plans to defeat him.

Love, Ann. *The Prince Who Wrote a Letter.*
Idle gossip in the castle of King Clifford starts a rumor that almost causes a war with the next kingdom.

Mahy, Margaret. *The Queen's Goat.*
A young queen and her runaway goat make quite a showing at the pet fair, where they win an unexpected prize.

Miller, M. L. *The Enormous Snore.*
A young girl cures the king of his deafening snore by having his bed moved to Echo Ravine.

O'Connor, Jane. *Sir Small and the Dragonfly.*
When a dragonfly swoops over the town of Pee Wee and carries Lady Teena away, brave Sir Small rides off on his trusty ant vowing to rescue her.

Sharratt, Nick. *The Green Queen.*
The green queen dresses up in a colorful outfit before taking her walk.

Shulevitz, Uri. *One Monday Morning.*
The king and queen and their growing entourage return each morning to a tenement street until the little boy they have come to visit is home to greet them.

Tyler, Anne. *Tumble Tower.*
A very messy princess in a very tidy royal family has the opportunity to prove that there are advantages to not being neat.

West, Colin. *The King of Kennelwick Castle.*
A cumulative tale relating how the king of Kennelwick castle receives a mysterious bundle from the Queen of Spain for his birthday present.

West, Colin. *The King's Toothache.*
Unable to find a dentist for the king's toothache, Nurse Mary tries a baker, a town crier and a sailor before the poor man gets relief.

Wild, Margaret. *The Queen's Holiday.*
When the Queen and her entourage go to the beach, the Queen takes charge in no uncertain fashion.

Wood, Audrey. *King Bidgood's in the Bathtub.*
All the members of the court try in vain to convince King Bidgood to get out of his bathtub, until a young boy solves the problem.

MIDDLE AGES - BIBLIOGRAPHY

The whipping boy by Sid Fleishman, Greenwillow Books, 1986.
This book won the Newbery Award in 1987. A poor boy is hired at the castle to take "whippings" for the misbehaved prince. Historically, this was an actual practice. The Prince and his whipping boy are caught up in an exciting adventure when they leave the castle. This book is entertaining and fun, offering a variety of humor, adventure and excitement.

Into the castle, by June Crebbin, Candlewick Press, 1996.
Inside the Castle is a delightful adventure told in rhyme about three children, their dog, and horse who explore a castle in search of the monster who is said to live inside. Pictures are simple, colorful, and well-defined. Illustrator, John Bendall-Brunello, uses light effectively to add drama to each page. Humor and suspense make this a great storytime read. Be prepared! There is a surprise ending.

The King's shadow, by Robert D. Larranaga, Carolrhoda Books, Inc., 1991.
An excellent story for preschool-lst graders. This is not only an informative book about shadows, but also an appealing presentation of a delightful tale. Bright bold illustrations contribute to the humorous adventure of a king who is afraid of his own shadow until he meets up with a dragon.

Knight who was afraid of the dark, by Barbara Shook Hazen, Dial books for young readers, 1989.
Sir Fred, a brave and bold knight, is afraid of the dark. Knee-bumping, heart-thumping afraid of the dark. He is fearless fighting dragons in daylight and loves to watch lightning storms, the brighter the better. He also loves Lady Wendylyn, but is afraid that she will find out about his fear. When she does find out, Sir Fred discovers that his fear of the dark is not so scary when you're with someone else. Fun story and Tony Ross' illustrations really add to the tale.

King Bidgood's in the bathtub, by Audrey Wood, Harcourt, 1985.
Despite pleas from the page, the knight, the Queen, the Duke and the Court, King Bidgood refused to leave the royal bath until the page devises a clever solution. A great audience participation story for all ages. Exquisitely detailed illustrations provide a hint of the humorous sequences.

Young Merlin, by Robert D. San Souci, Doubleday, 1990.
This lyrical account of the birth and boyhood of the wonder child, Merlin the magician, is filled with knights, dragons, kings and monsters. Truly beautiful illustrations complement the text. Good for reluctant readers because of the format.

Knights of the kitchen table, by Jon Scieszka, Viking, 1991.
One minute Joe, Fred, and Sam are looking at pictures of knights in "The Book," a present from Joe's uncle who is a magician. The next minute the trio are actually battling knights and firebreathing dragons. Will Joe, Fred, and Sam ever escape and return to their world? The answer lies in a command performance with King Arthur. Short, fastpaced and funny with the same irreverent humor found in Scieszka's "True story of the three little pigs." A good title for reluctant readers. One in a series of Time Warp Trio titles.

The dragon's boy, by Jane Yolen, Harper, 1990.
Thirteen year old Artos (Arthur) has been raised by Sir Ector and Lady Marion since he was entrusted to their care as a baby. One day Artos discovers a cave inhabited by an old dragon who promises to teach Artos wisdom. In reality the dragon is Old Linn (Merlin) who is to be Artos' teacher and guide to Artos' true destiny. Broad hints as to Artos' true identity are scattered through the text which flows freely in typical Jane Yolen style.

MIDDLE AGES -BIBLIOGRAPHY

FICTION

Adam of the Road by Elizabeth Janet Gray, illustrated by Robert Lawson, Puffin Books, New York, 1987 reprint, originally published in 1942.
Adam, the eleven-year-old son of Roger the Minstrel, sets out on a long journey and many adventures when his beloved dog Nick is stolen, and he is seperated from his father. Historical fiction, set in England in the year 1294. Subjects: Historical Fiction, Middle Ages, Minstrels, Maturing

A Medieval Feast, written and illustrated by Aliki, Thomas Crowell, New York, 1983.
Preparations must be made for a feast and the visit of the King and his guests visit at Camdenton Manor. Subjects: Medieval Life, Courts and Courtiers.

Anno's Medieval World by Mitsuasa Anno, translated by Usula Synge, Philomel Books, New York, 1979.
The spirit of the Middle Ages is evoked including its: culture and beliefs, fears and superstitions, and growing advances in thought and discovery. Subject: Medieval World

The Door in the Wall by Marguerite de Angeli, Dell Yearling Book, 1989 reprint from 1949.
Young Robin, the son of the noble Sir John de Bureford must find his own strengths and talents when his legs will not function. With the help of a monk named Brother Luke, Robin becomes a very resourceful young man. Subjects: Middle Ages, Overcoming Handicaps

Lost Magic by Berthe Amoss, Hyperion Books for Children, New York, 1993.
As an infant, Ceridwen is found floating in a basket in the castle moat. Old Henne raises her until she is ten, then she is befriended by Gallena, a Wise Woman, who teaches her the healing arts. At the young age of fourteen, Ceridwen becomes Lord Robert's family's healer. Possessing the gift of magic and healing, Ceridwen has powerful enemies that think she is a witch. Subjects: Middle Ages, Natural Healers, Women in Society, Magic

Pish, Posh said Hieronymus Bosch by Nancy Willard, Illustrated by Leo and Diane Dillon, Harcourt Brace Jovanovich, New York, 1991.
Great language in this whimsical poem of the famous painter housekeeper. She finally gets tired of all the strange creatures that inhabit the house and packs her bags and leaves. But, not for long. Gorgeous illustrations by the Dillons. Subject: Hieronymus Bosch's creatures

What Happened in Hamelin by Gloria Skurzynski, Four Winds Press, New York, 1979.
A novel based on the Pied Piper legend told from the point of view of a 14 year old baker's assistant who dreams of escaping his harsh existence and going off to a new life with the charismatic and mysterious pied piper who befriends him. Subject: Greed, Cruelty, Deception, Medieval Life.

NON FICTION

History of Everyday Things The Middle Ages by Giovanni Caselli, Peter Bedrick Books, New York, 1988.
This book examines daily life in the Middle Ages, covering such aspects as chivalry, the great cathedrals, medieval technology, country life and pilgrimages. Extensive full color illustrations. Subjects: Medieval Life.

The Middle Ages by Sarah Howarth, Viking, 1993.
The contrasting aspects of the medieval world-from everyday life of a noble man and a peasant to art, war, and religious belief are shown in this book. Acetate overlays of a water mill, castle, abbey and street scene add richness to the illustrations of both interiors and exteriors. Lots of full color illustrations. Glossary and key dates at the back of the book. Subjects: Medieval Life

Life in a Medieval Village by Gwyneth Morgan, Lerner Publications Company, Minneapolis, 1982.
Various aspect of life in a thirteenth century English village are described including: housing, food, dress, occupations, laws, role of the church, and the activities of the serfs, farmers, and the lord and lady of the manor. Black and white illustrations. Subject: Medieval English Life

Medieval People by Sarah Howarth, Millbrook Press, 1992.
The everyday lives of thirteen medieval people are described through the use of quotations, case studies and illustrations of the time. The people include: the chronicler, king, pope, bishop, knight, pilgrim, lady, herald, monk, doctor, heretic, mason and merchant. Color and black and white illustrations are rather small and in some cases difficult to make out. Subject: Medieval People

ENTERTAINMENT FIT FOR A KING AND A QUEEN

A program for school-age children

In medieval times the king and queen liked to have entertainment after their dinner. Sometimes it would be a jester, telling jokes and juggling; or a traveling minstrel who sang songs about knights and their heroic deeds and their love of a beautiful maiden. A team of acrobats or a magician was also popular entertainment for after-dinner entertainment. Often there would be a storyteller because there were very few books and most people couldn't read. This unit is designed as after-dinner entertainment for the king and queen and lords of a castle.

Suggested outline of activities: (Allow approximately one hour.)

Decorating the library: Use the take-home activity, Designing your own shield, for bulletin boards and other library decorations. Seeing the shields made up will help the children understand better how to make their own shield.

Craft: Making and decorating either a crown or a jester's hat

Story: Your favorite book about King Arthur, his knights, Merlin, etc.
(See selected bibliography)

Song: *The Ballad of King Arthur and his Knights*

Take-home activity sheets:

- Crossword puzzle based on the song *The Ballad of King Arthur and his Knights*.
- Princess in a castle maze
- Mystery grid challenger
- Easy mystery grid
- Dragon coloring sheet
- Dragon with Celtic knot work border design
- Design your own shield (shield pattern, various symbols, and knight's helmet)
- Medieval weapons word search

ENTERTAINMENT FIT FOR A KING AND QUEEN

CRAFT ACTIVITY

KING'S OR QUEEN'S CROWN

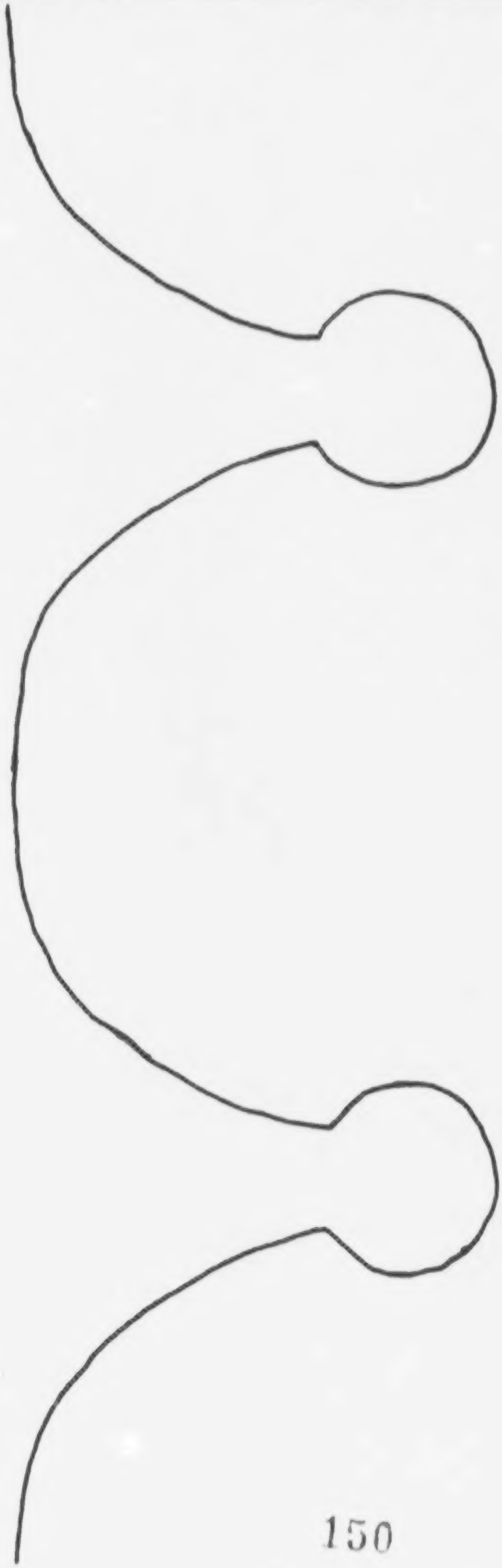
Materials:

_ Scissors
_ Staplers
_ Yellow construction paper
_ Crayons or washable markers
_ Sequins or other jewel-like decorations
_ Glue

Directions:

Before the children come, copy the crown pattern on as many yellow sheets as you think you will need. The pattern is a simple repetition and can be easily lengthened by stapling pieces together.

If you have enough scissors and the children are able to use them properly, let them cut the pattern. Fit a crown to each child's head but don't staple the ends together until it is decorated. Let the children color and decorate them with whatever supplies you have; then staple the ends together and the children can wear their crowns and be kings and queens for the rest of the activity. (If you think they will play with their crowns and be inattentive, save the craft for after the story and song.)



ENTERTAINMENT FIT FOR A KING AND QUEEN
CRAFT ACTIVITY

JESTER'S HAT

Materials:

-Two 9-inch white paper plates (the least expensive kind and not styrofoam)
  for each child
- Scissors (unless you pre-cut the five points for each hat)
- Staplers
- Construction paper of any color
- Crayons or washable markers
- Sequins or other decorations
- Yarn or string for ties (optional).

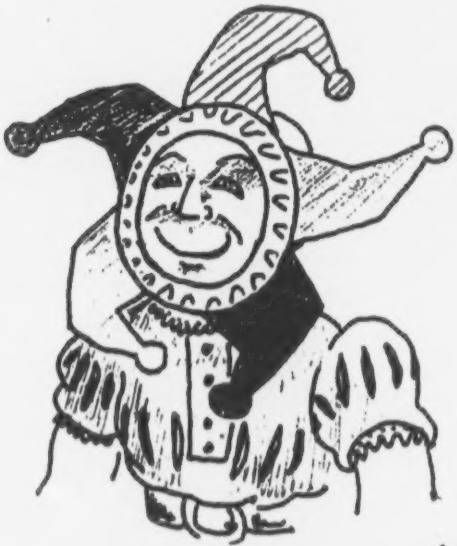
Directions:

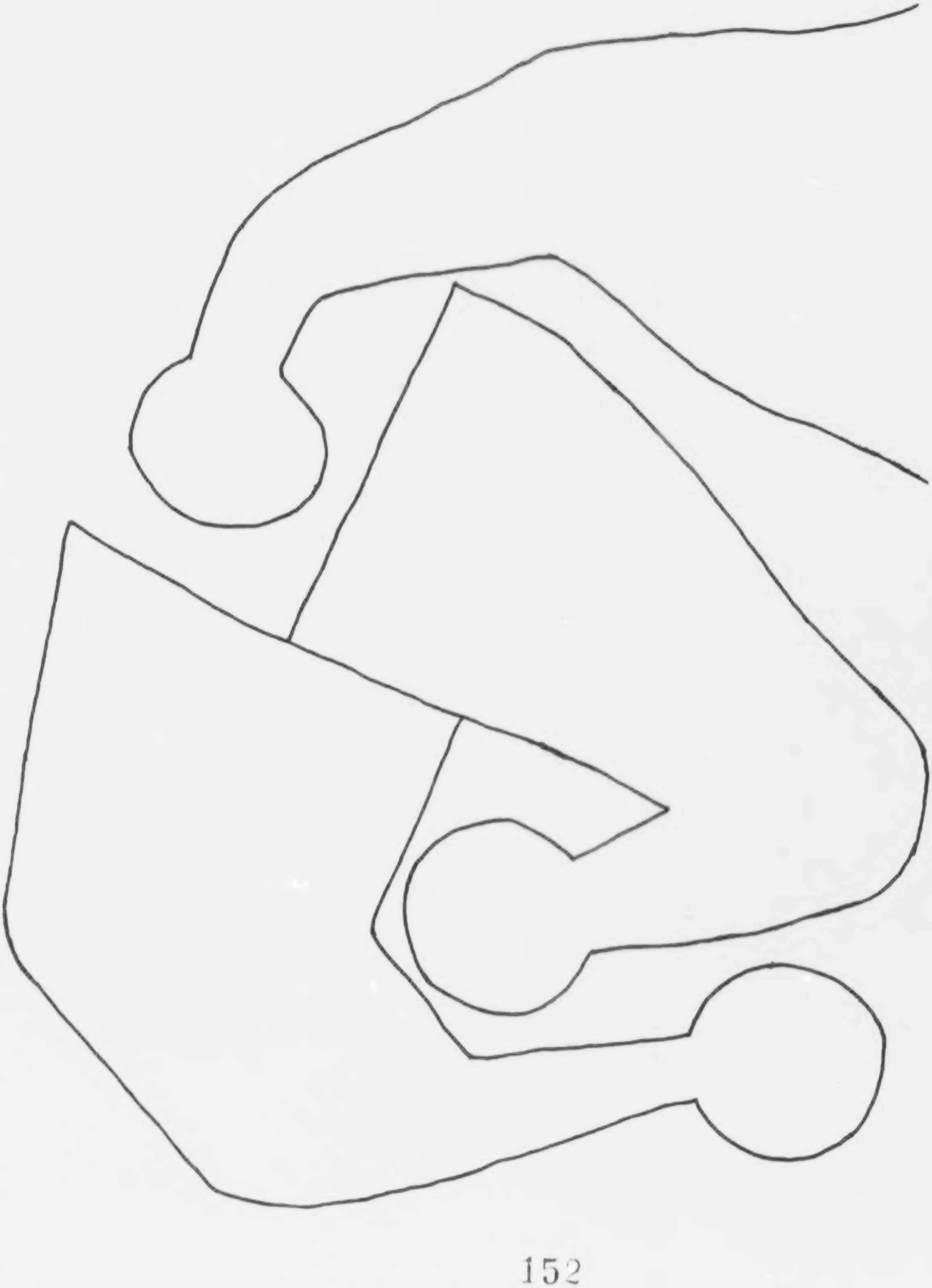
Before the children come, cut the centers out of the paper plates leaving the rippled rim, if you have that type of plate, or about 2 inches of plate.

Help each child insert five points between the two paper plates, making sure they are spaced evenly, and staple everything together--plate, point, and second plate. Then the children can decorate them. Decide whether you want the top or bottom of the plate facing the front. Either way works.

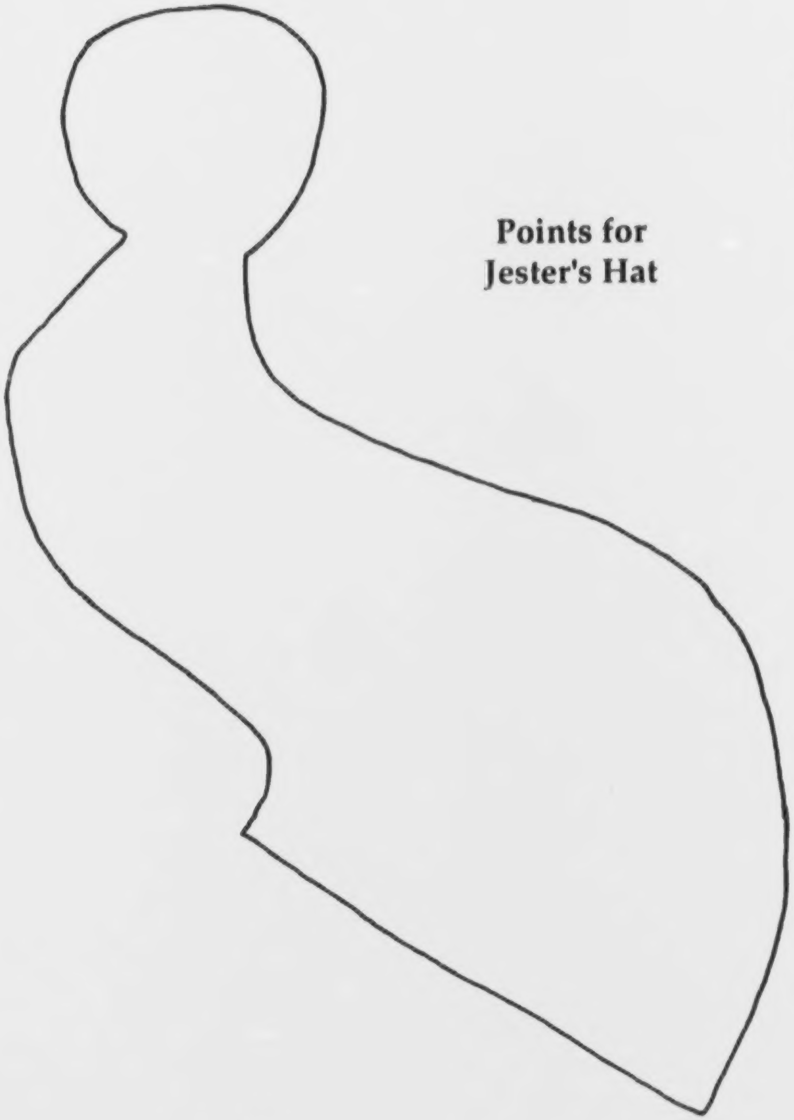
The faces of some of the children will be small enough to fit inside the cut-out circle. Larger children can hold them up to their faces or punch holes in the plates and use yarn or string for ties.

You may want to use only certain colors for the jesters' hats, such as all black and white. Or you may want each point to be a different color.





Points for Jester's Hat



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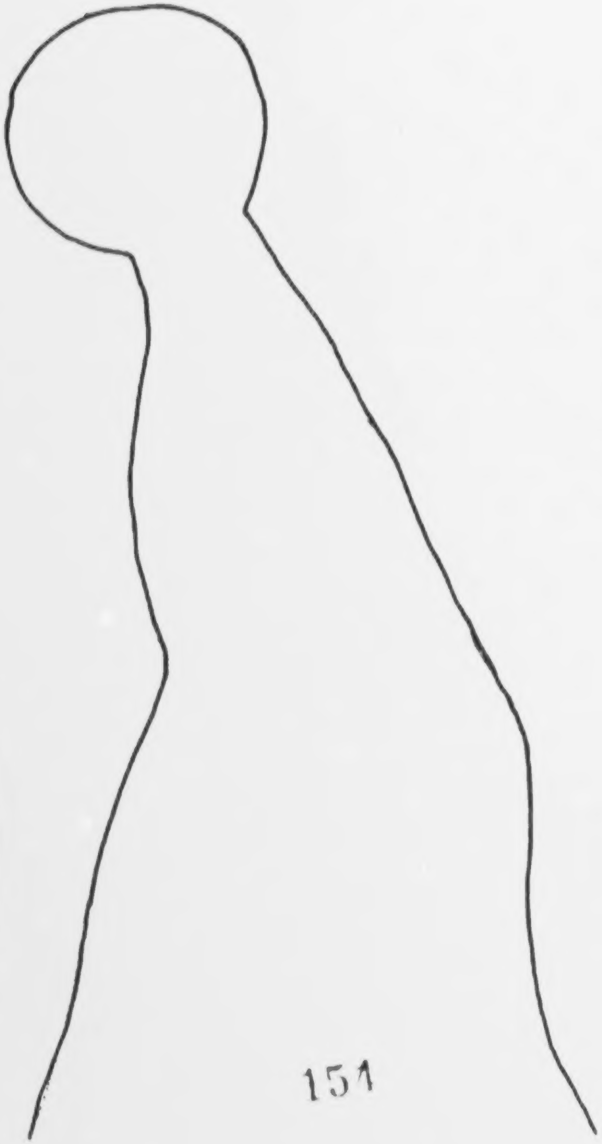

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THE BALLAD OF KING ARTHUR AND HIS KNIGHTS

VERSE 1.

Oh, Arthur was king in Camelot, in England long ago.
He met with his knights at a table round; then to battle they would go!

CHORUS: (Sing after each verse)

Come ride with the knights of King Arthur as they gallop to meet the foe,
Come see gallant deeds of bravery; Come away with a hey nonny no!

VERSE 2.

Sir Lancelot was a gallant knight; to joust with a lance was his art,
With King Arthur he was a favorite 'till he captured Queen Guinevere's heart!

VERSE 3.

Dragons ravaged the countryside belching smoke and spitting flame!
But St. George battled them one and all and earned himself lasting fame.

VERSE 4.

St. George slew a fearsome dragon to save a damsel in distress.
He struck the beast a mighty blow; then the lady graced him with a kiss!

VERSE 5.

Sir Galahad was a noble knight; Arthur knew he would not fail.
He led a crusade to Jerusalem on a quest for the Holy Grail.

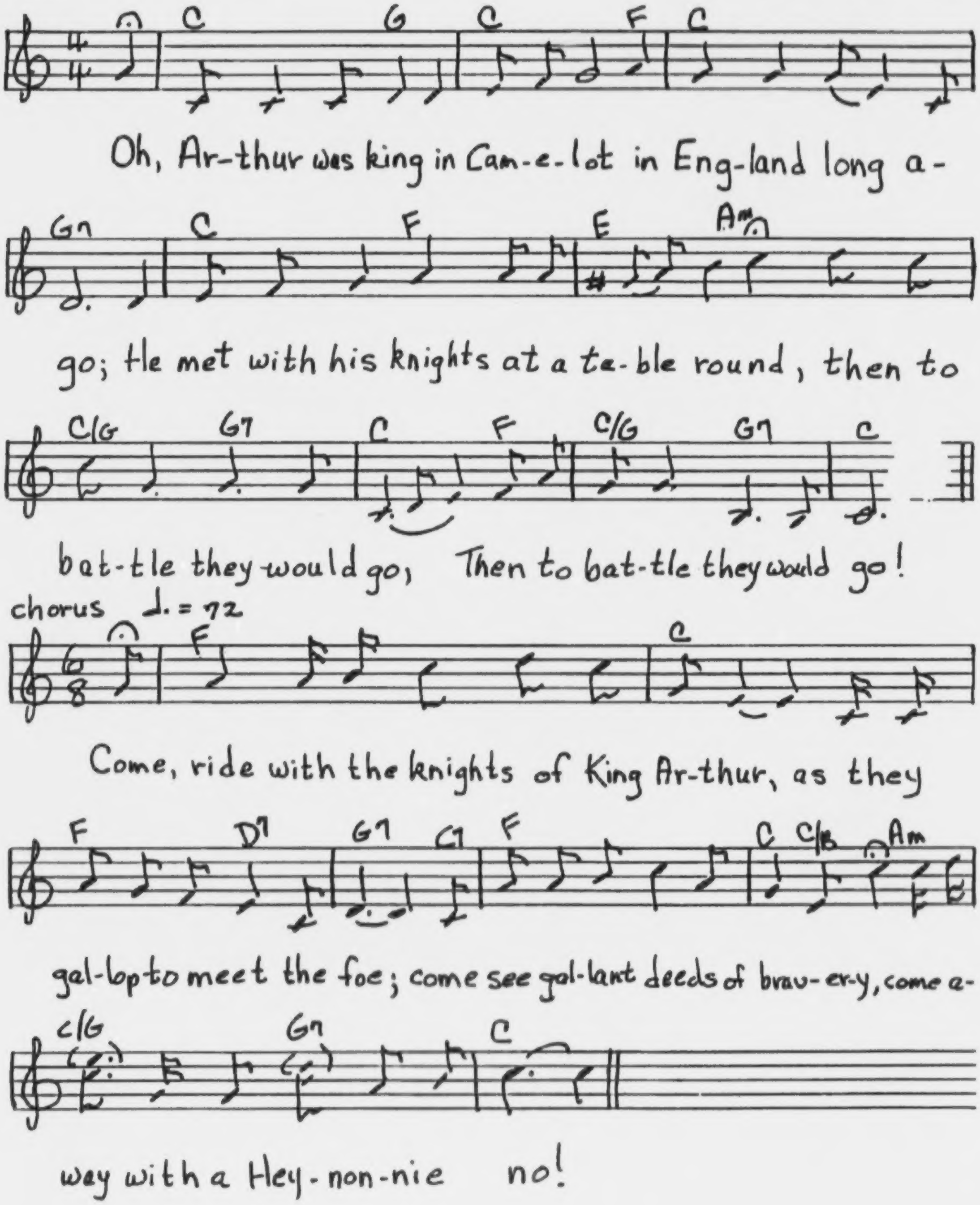
VERSE 6.

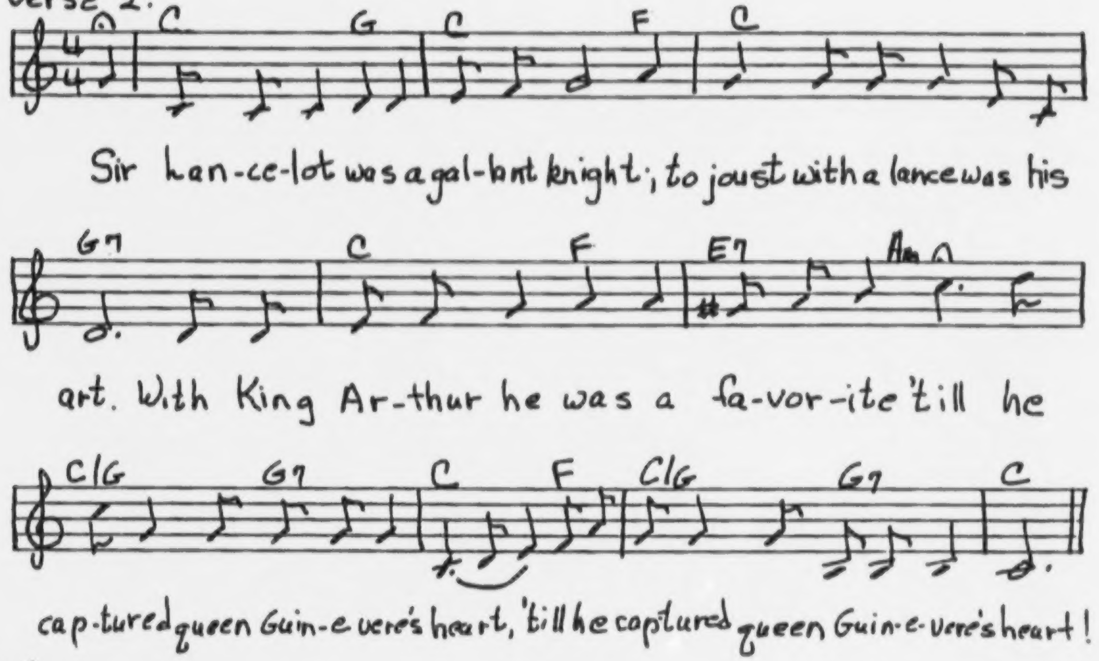
Sir Tristan, Sir Gawain, and Sir Gareth all sat at the table round,
And pledged their honor to Camelot; nobler knights could ne'er be found!

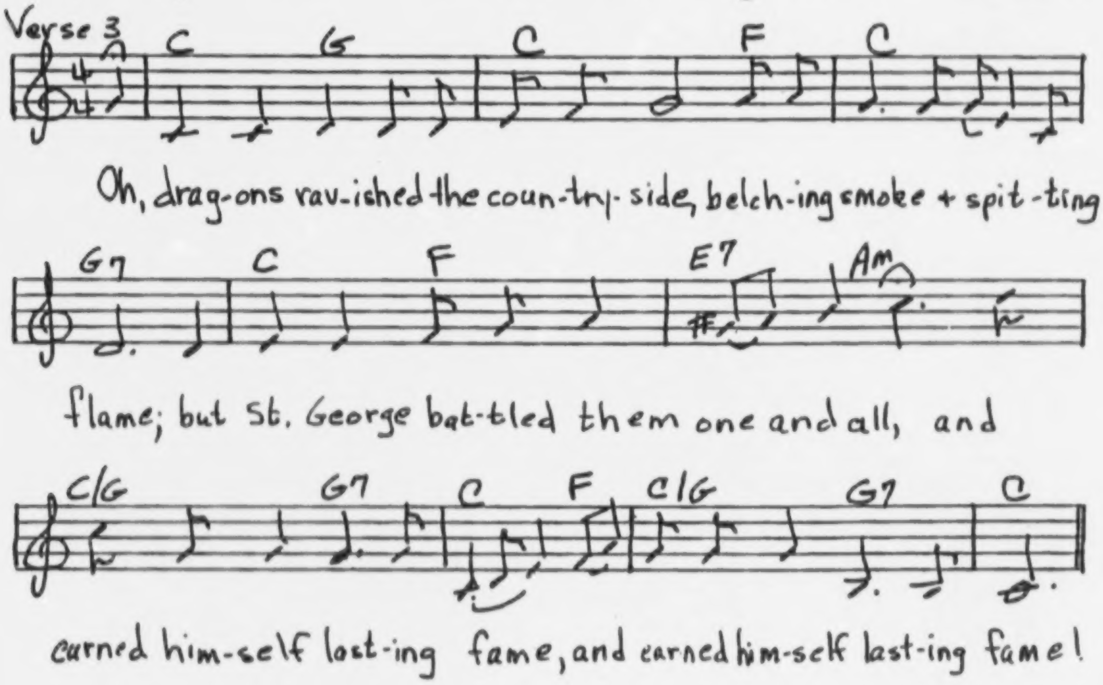
The Ballad of King Arthur and his Knights

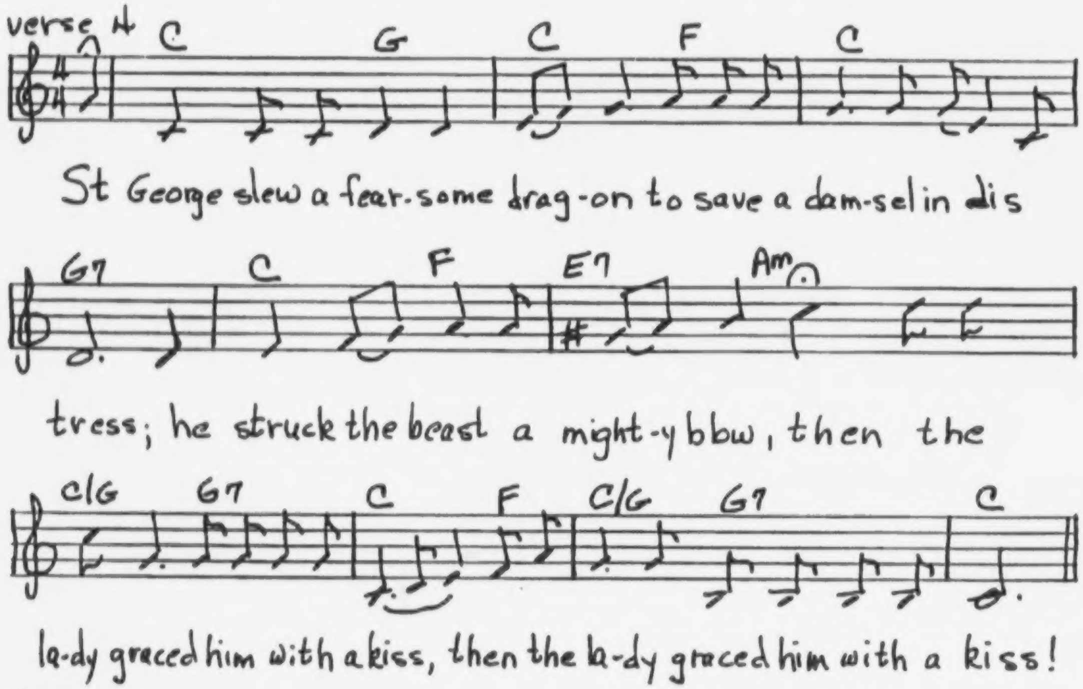
d = 100
versel

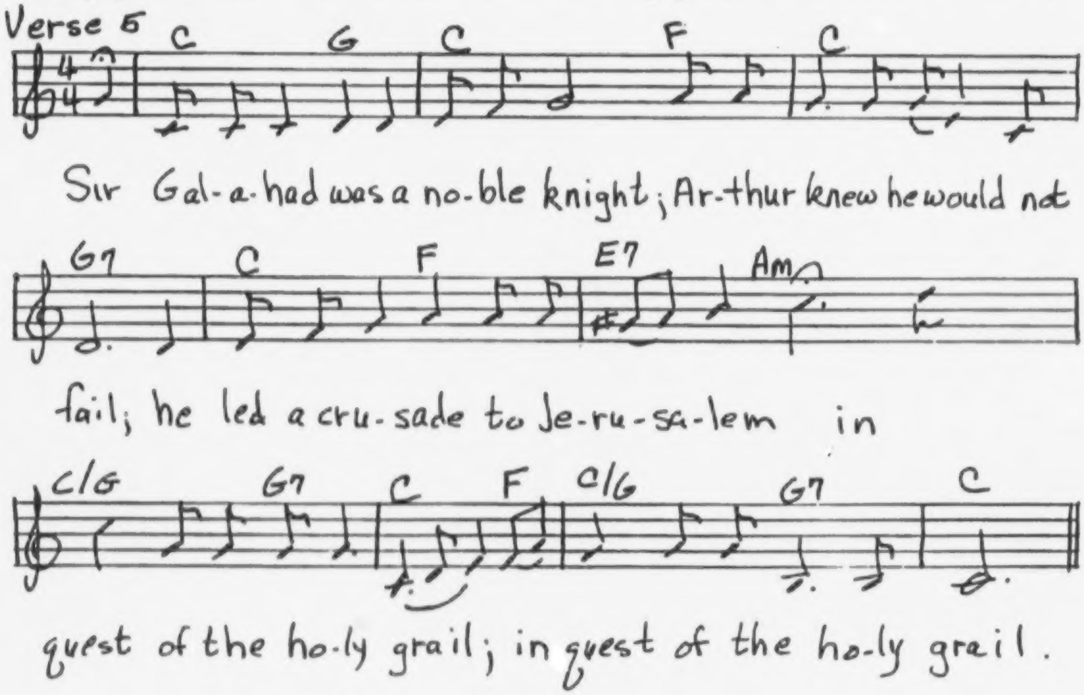
words & music by C. Tobler

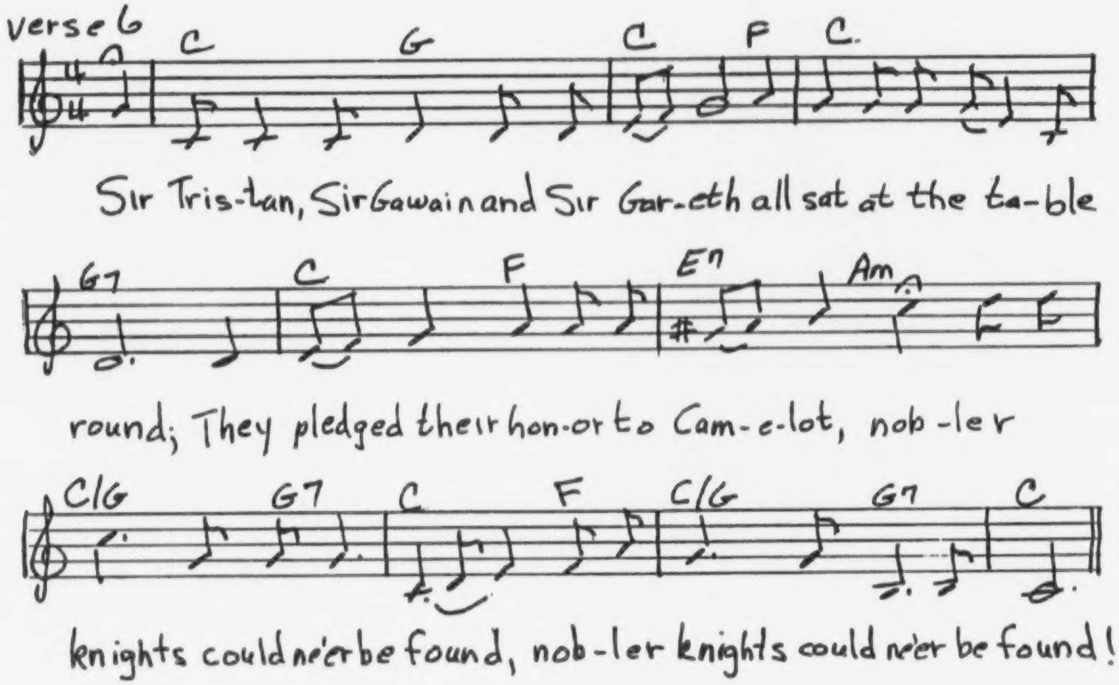

C G C F C
Oh, Ar-thur was king in Cam-e-lot in Eng-land long a-
G7 C F E Am
go; He met with his knights at a ta-ble round, then to
C/G G7 C F C/G G7 C
bat-tle they would go, Then to bat-tle they would go!
chorus ♩. = 72
F C
Come, ride with the knights of King Ar-thur, as they
F D7 G7 C7 F C C/B Am
gal-lop to meet the foe; come see gal-lant deeds of brav-er-y, come a-
C/G G7 C
way with a Hey-non-nie no!


Verse 2.
C G C F C
Sir Lan-ce-lot was a gal-lant knight; to joust with a lance was his
G7 C F E7 Am
art. With King Ar-thur he was a fa-vor-ite 'till he
C/G G7 C F C/G G7 C
cap-tured queen Guin-e-vere's heart, 'till he captured queen Guin-e-vere's heart!


Verse 3
C G C F C
Oh, drag-ons rav-ished the coun-try-side, belch-ing smoke + spit-ting
G7 C F E7 Am
flame; but St. George bat-tled them one and all, and
C/G G7 C F C/G G7 C
earned him-self last-ing fame, and earned him-self last-ing fame!


verse 4
C G C F C
St George slew a fear-some drag-on to save a dam-sel in dis
G7 C F E7 Am
tress; he struck the beast a might-y blow, then the
C/G G7 C F C/G G7 C
la-dy graced him with a kiss, then the la-dy graced him with a kiss!


Verse 5
C G C F C
Sir Gal-a-had was a no-ble knight; Ar-thur knew he would not
G7 C F E7 Am
fail; he led a cru-sade to Je-ru-sa-lem in
C/G G7 C F C/G G7 C
quest of the ho-ly grail; in quest of the ho-ly grail.


verse 6
C G C F C
Sir Tris-tan, Sir Gawain and Sir Gar-eth all sat at the ta-ble
G7 C F E7 Am
round; They pledged their hon-or to Cam-e-lot, nob-ler
C/G G7 C F C/G G7 C
knights could ne'er be found, nob-ler knights could ne'er be found!

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King Arthur crossword puzzle

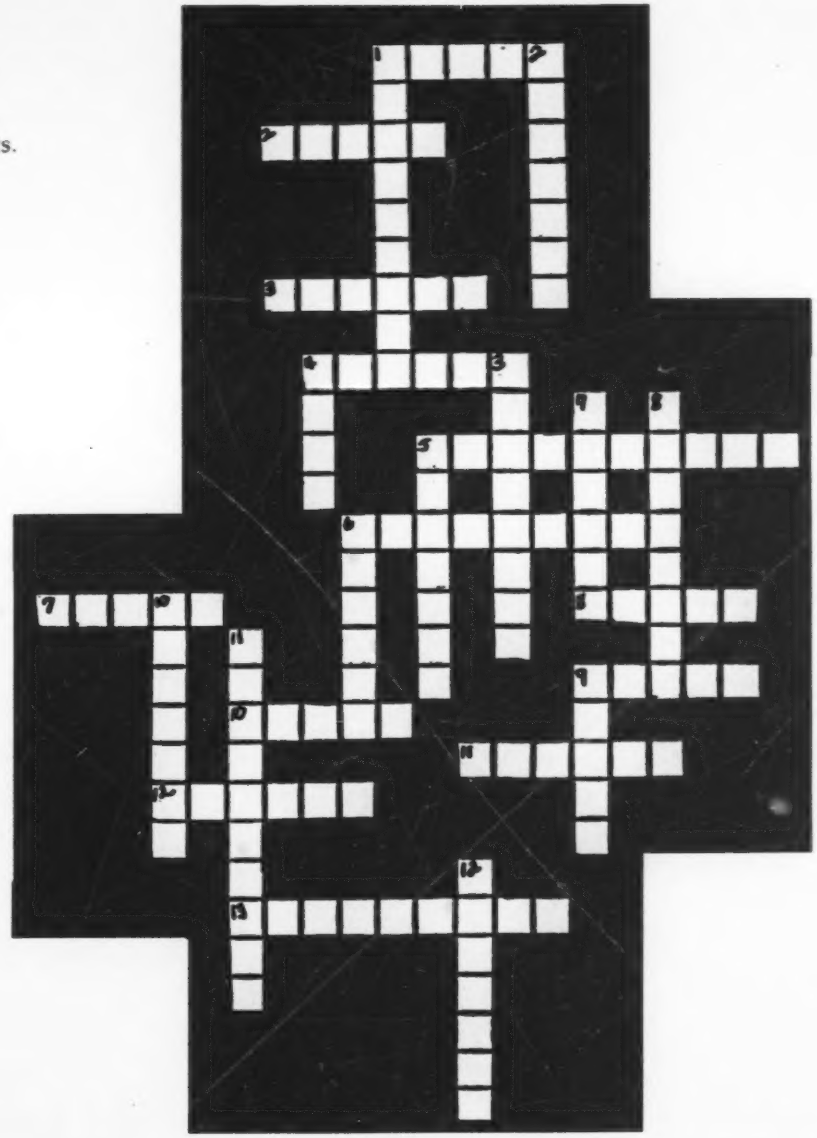
The answers to all but three of the crossword clues can be found in the Ballad of King Arthur and his Knights.

ACROSS:

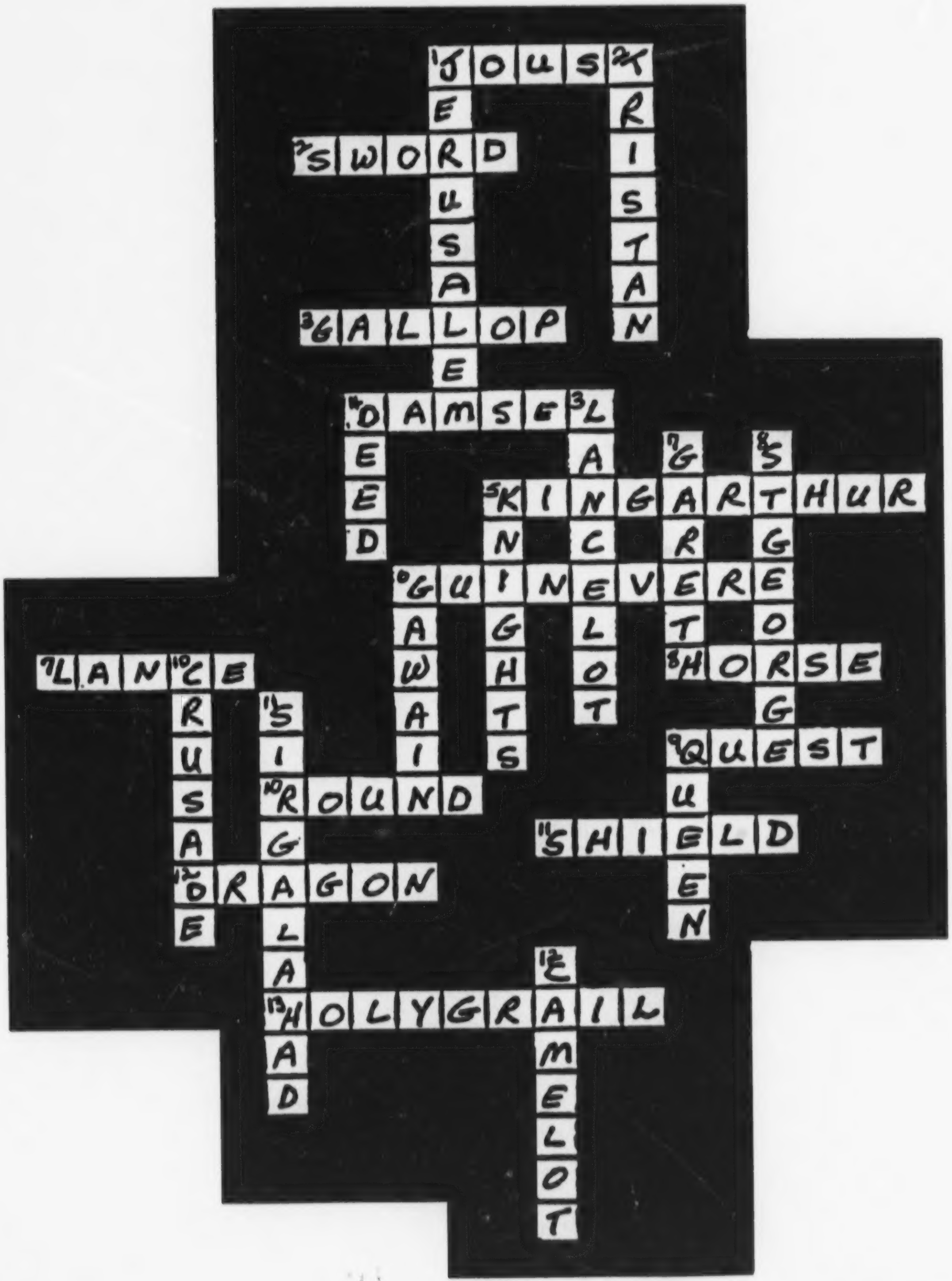
1. Lancelot was skilled at this tournament game.
2. A weapon with a heavy metal blade.
3. A horse's running gait.
4. Another word for "lady."
5. He ruled Camelot.
6. She was his wife and queen.
7. Lancelot used this weapon to joust.
8. A knight's steed.
9. Another word for a search.
10. Shape of King Arthur's table.
11. A knight held this to protect himself.
12. A monster that belched flames.
13. The object of Sir Galahad's search.

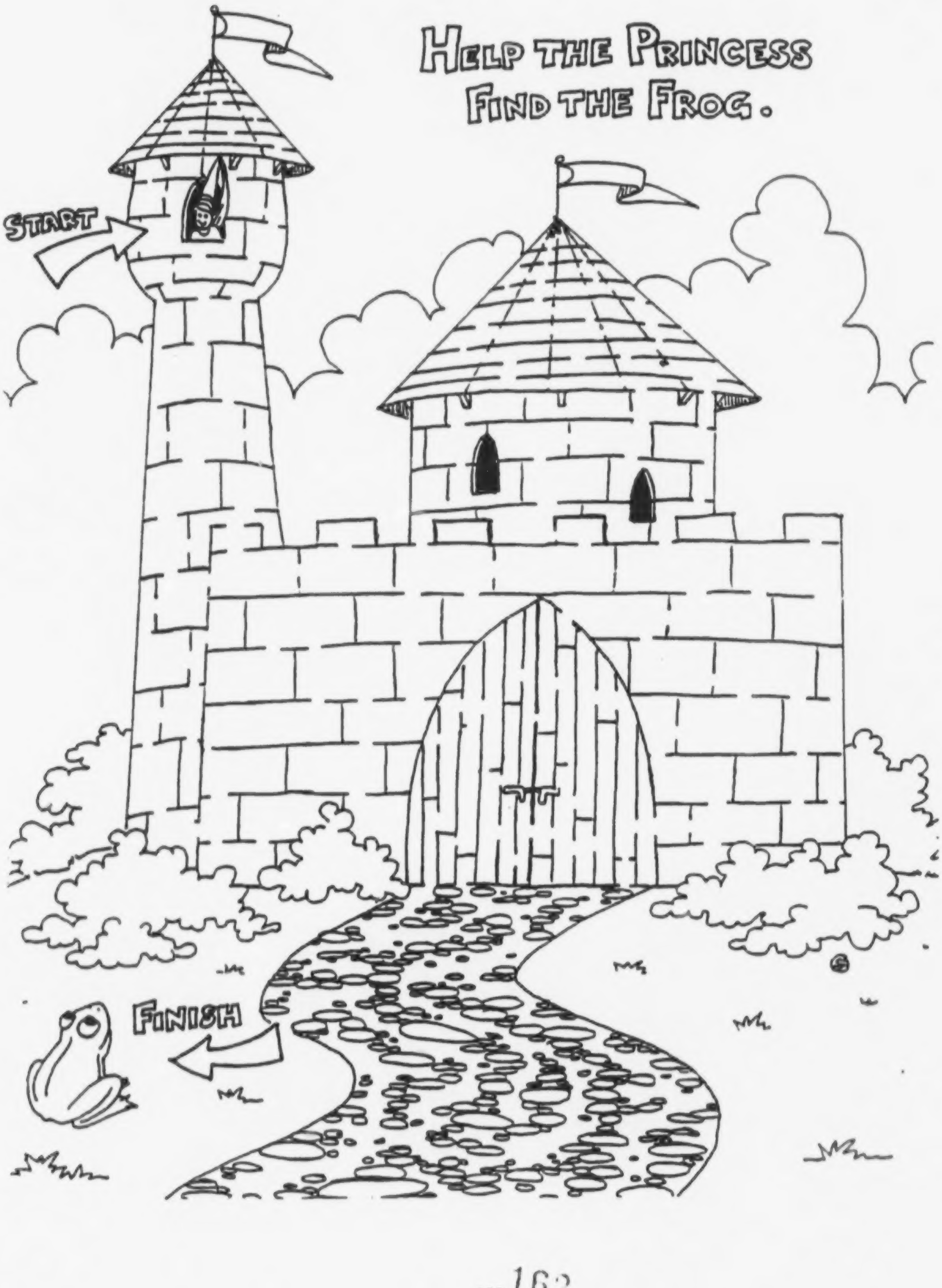
DOWN:

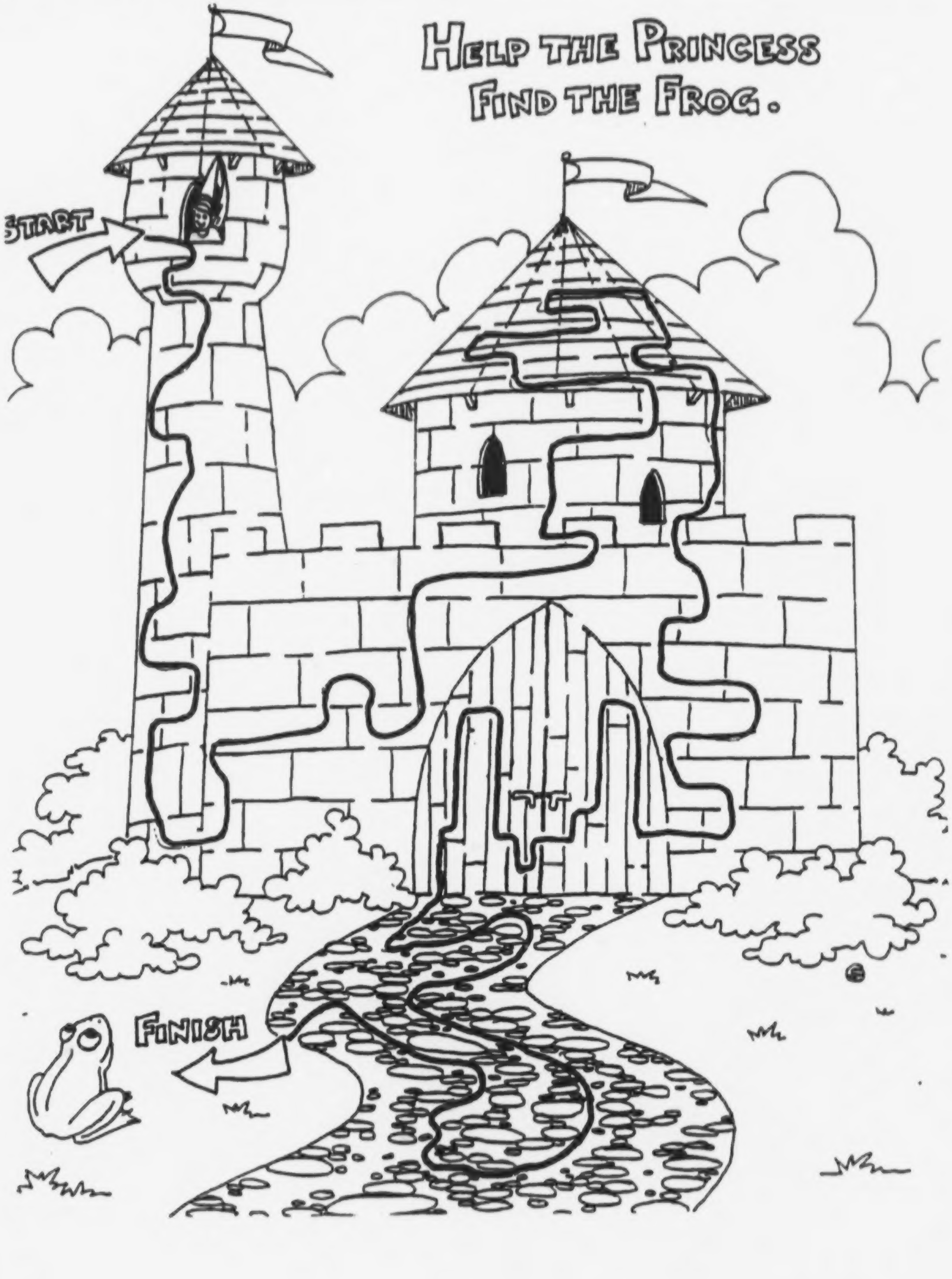
1. Where Sir Galahad went.
2. One of the noble knights.
3. King Arthur's favorite knight.
4. A gallant act of bravery.
5. Medieval warriors.
6. Another of the noble knights.
7. A third noble knight.
8. He slew the dragons.
9. Wife of a king.
10. A march by knights for a holy purpose.
11. He searched for the Holy Grail.
12. Arthur's kingdom.

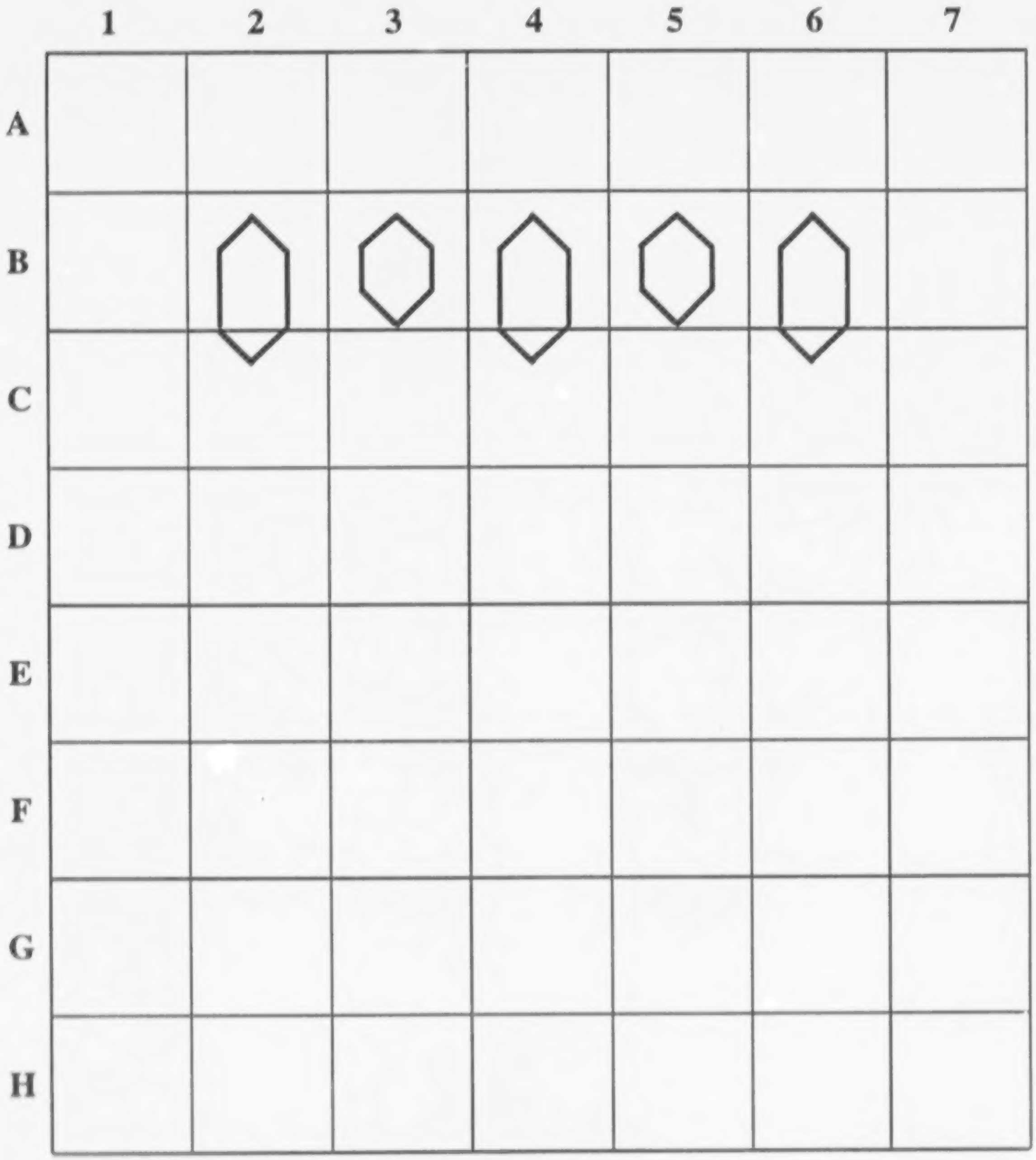


Answers to Crossword Puzzle


1 JOUST
1 JERUSALEM
2 TRISTAN
2 SWORD
3 GALLOP
4 DAMSEL
4 DEED
3 LANCELOT
7 GARETH
8 STGEORGE
5 KINGARTHUR
5 KNIGHTS
6 GUINEVERE
6 GAWAIN
7 LANCE
10 CRUSADE
8 HORSE
11 SIRGALAHAD
9 QUEST
9 QUEEN
10 ROUND
11 SHIELD
12 DRAGON
12 CAMELOT
13 HOLYGRAIL


HELP THE PRINCESS
FIND THE FROG.
START
FINISH


HELP THE PRINCESS
FIND THE FROG.
START
FINISH


1
2
3
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6
7
A
B
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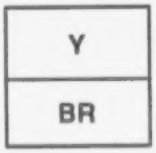
D
E
F
G
H

MYSTERY GRID CHALLENGE

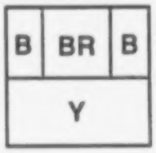
A KEY FOR MYSTERY GRID CHALLENGE:

Color each square in the blank grid according to the same numbered square on this chart. Some squares are partially finished for you.

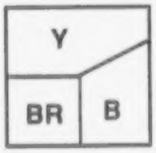
B = BLUE
Y = YELLOW
G = GREEN
R = RED
BR = BROWN



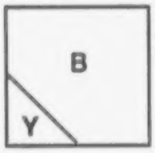
D4



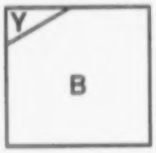
G4



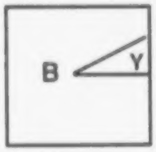
D5



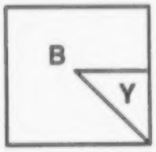
G5



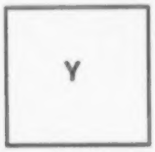
D6



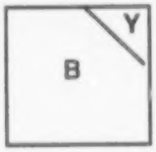
H2



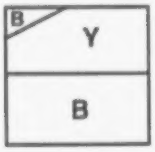
A1



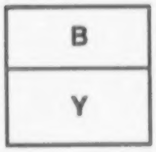
C3, C6



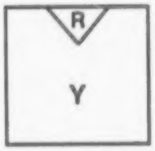
E3



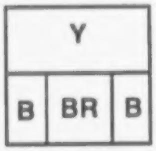
H3



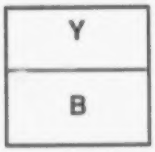
A2, A3, A4, A5, A6



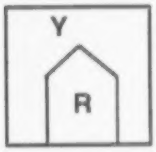
C4



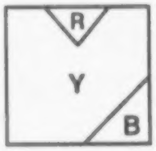
E4



H4



B2, B4, B6



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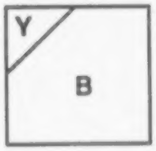

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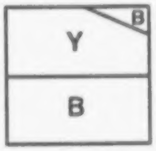
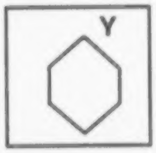
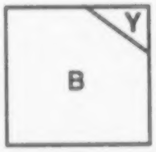


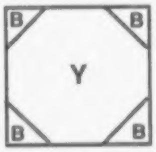
H5



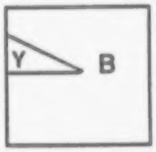
B3, B5



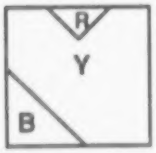
D2



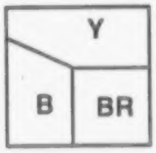
F4



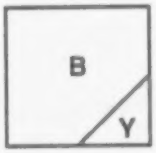
H6



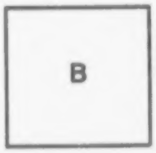
C2



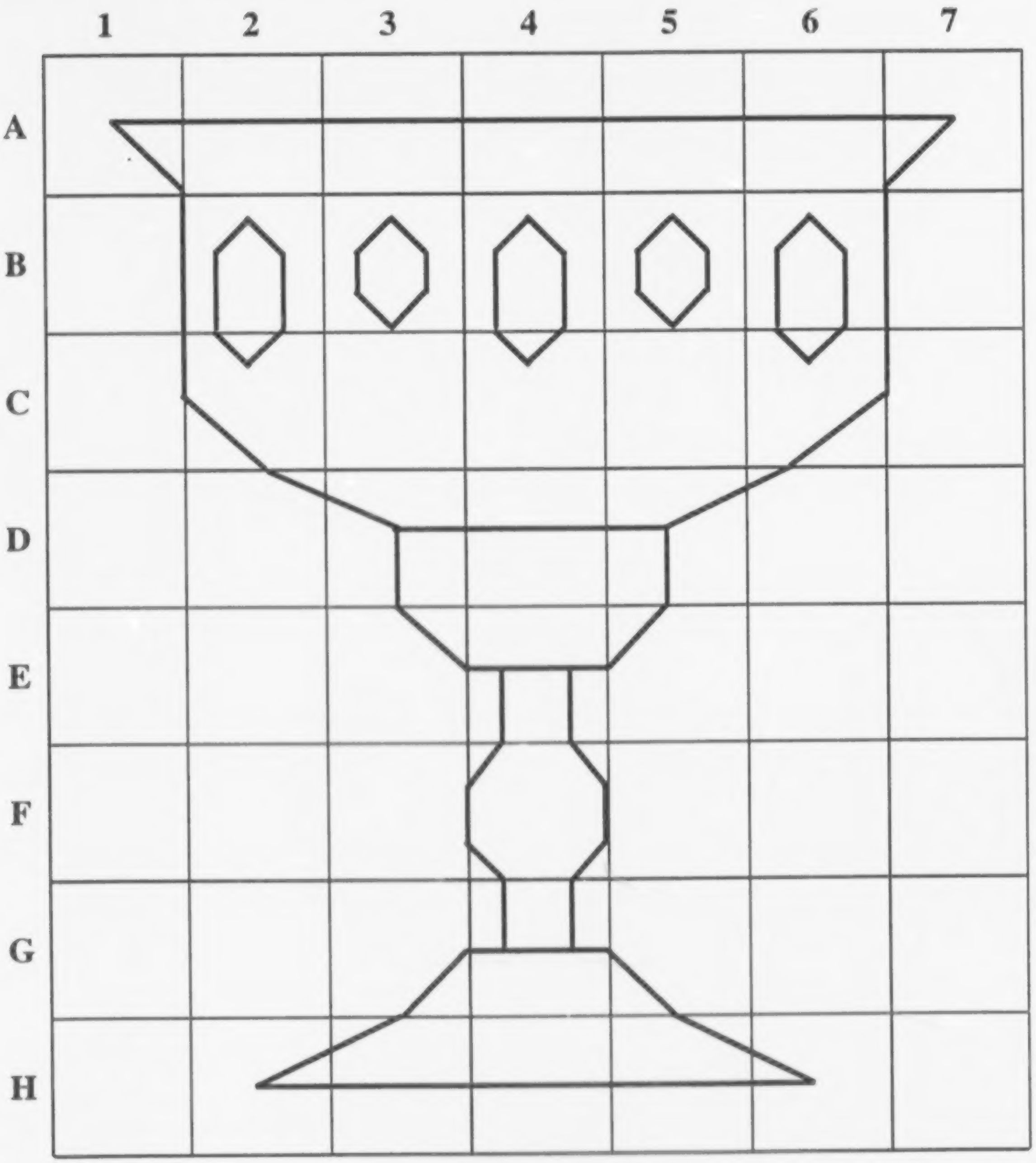
D3



G3



ALL OTHER SQUARES


1
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MYSTERY GRID
CHALLENGE

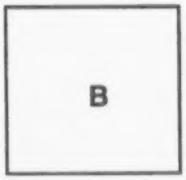
-- SOLUTION --

'THE HOLY GRAIL' -- THE OBJECT OF SIR GALAHAD'S QUEST

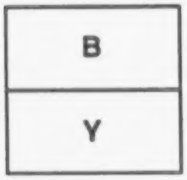
KEY FOR MYSTERY GRID →

Color the squares on the grid as shown below to reveal the mystery picture!

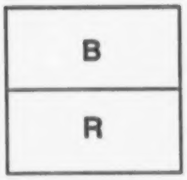
R = RED B = BLUE Y = YELLOW



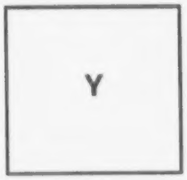
A1, A7, B1, B7, C1, C7, D1, D7, E1, E7, F1, F7, G1, G4, G7, H1, H3, H4, H5, H7



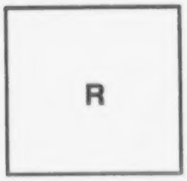
A2, A3, A5, A6



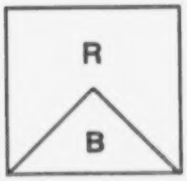
A4



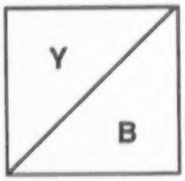
B2, B3, B5, B6, D2, D3, D5, D6, E2, E3, E5, E6, F2, F3, F5, F6, G2, G6



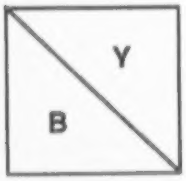
A2, A3, A5, A6



F4



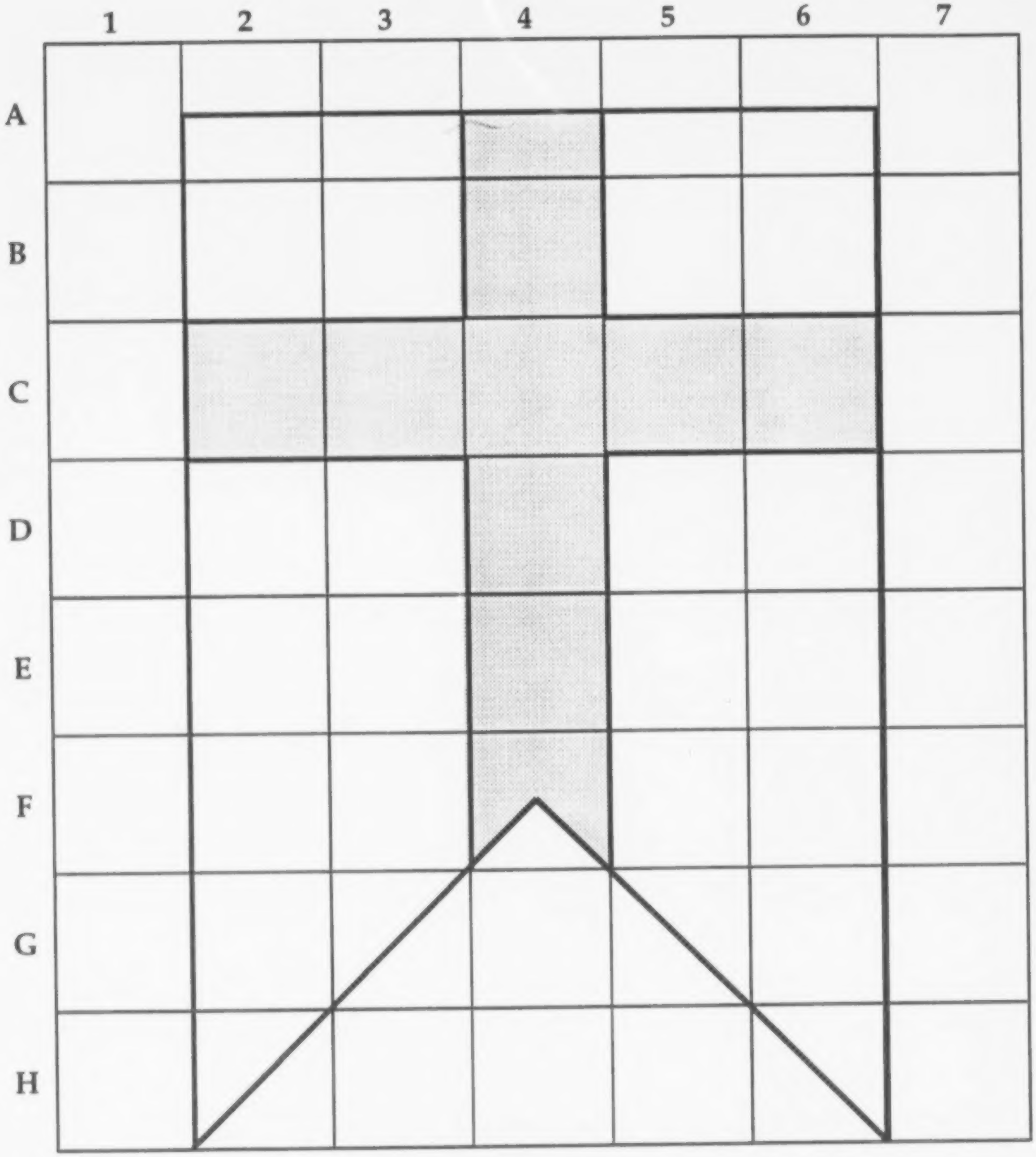
G3, H2



G5, H6

	1	2	3	4	5	6	7
A							
B							
C							
D							
E							
F							
G							
H							

MYSTERY GRID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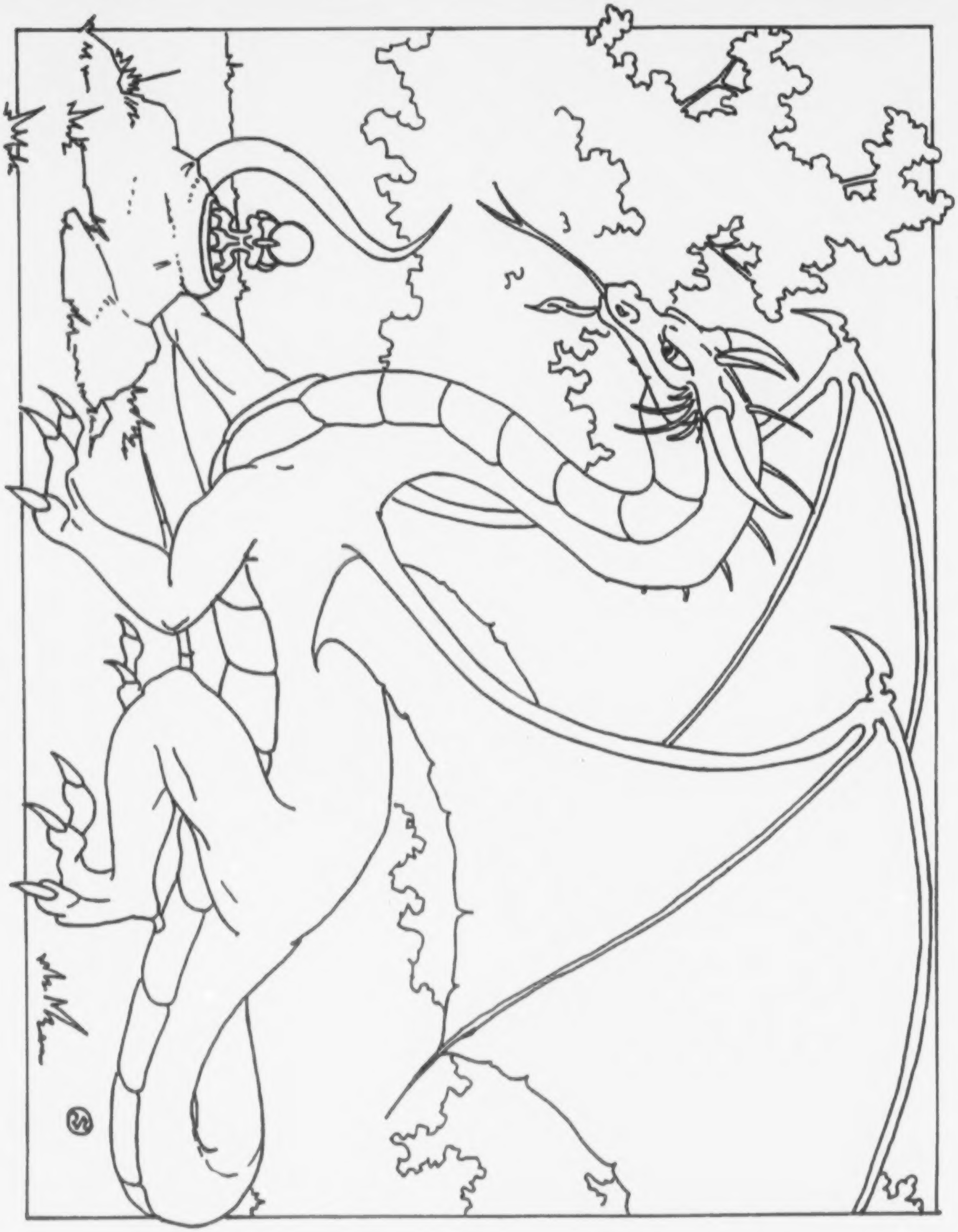
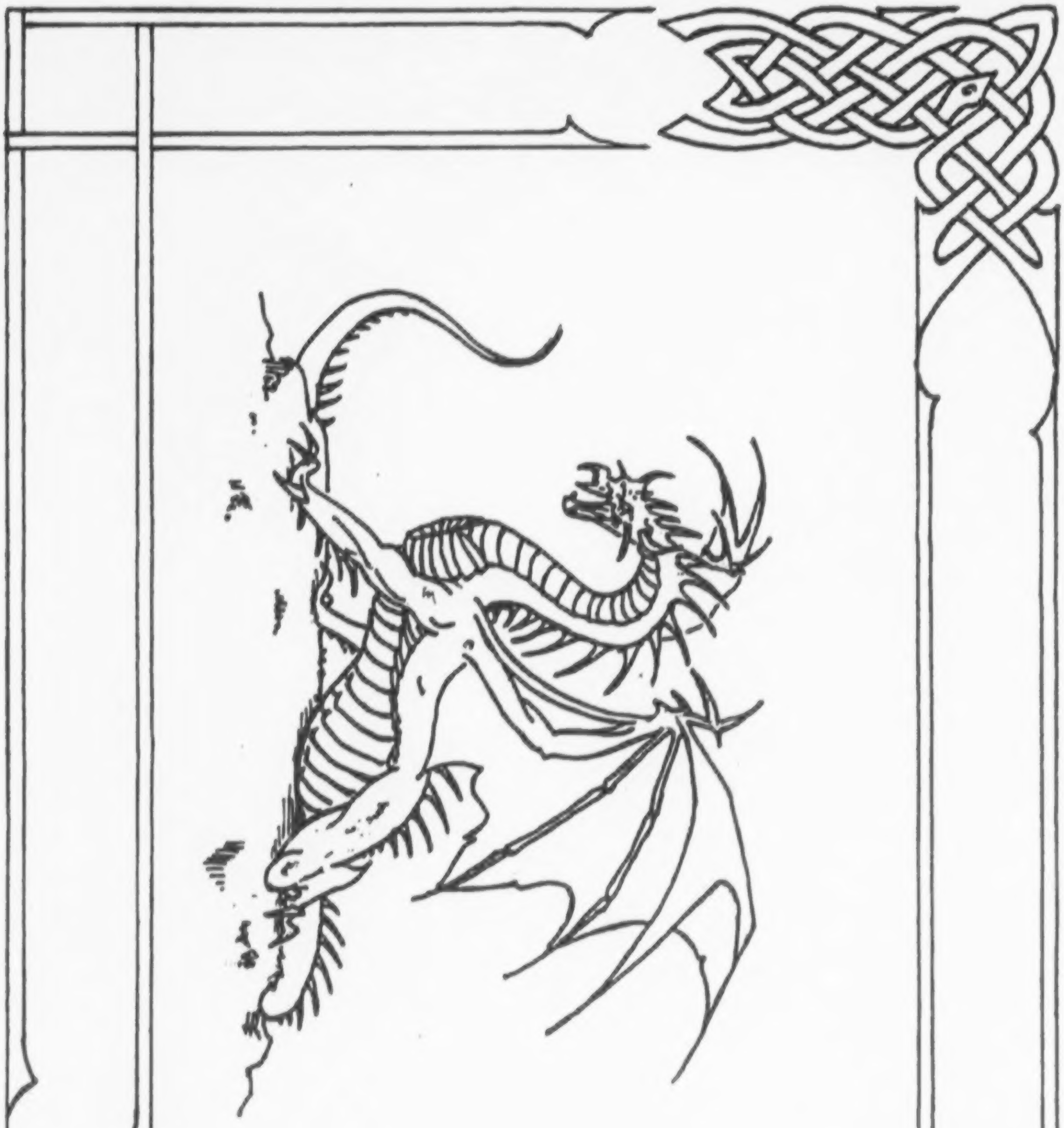
MYSTERY GRID

-- SOLUTION --

"THE CRUSADERS' BANNER" -- FLOWN BY CRUSADING KNIGHTS

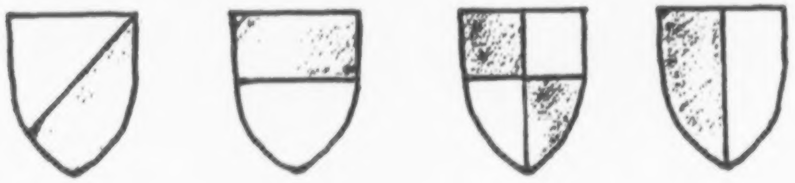




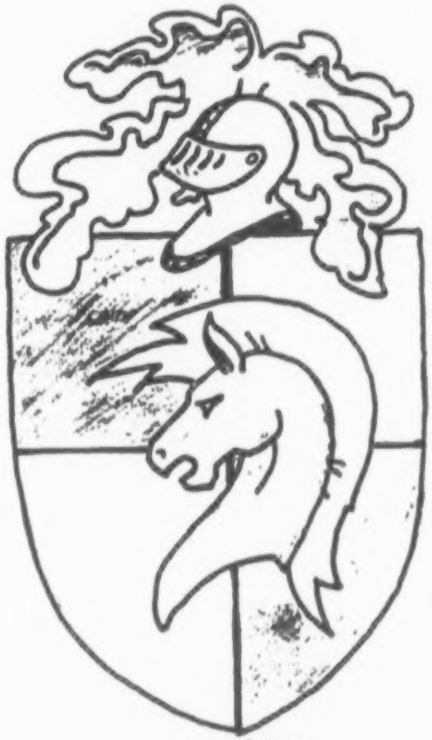
MAKE YOUR OWN SHIELD

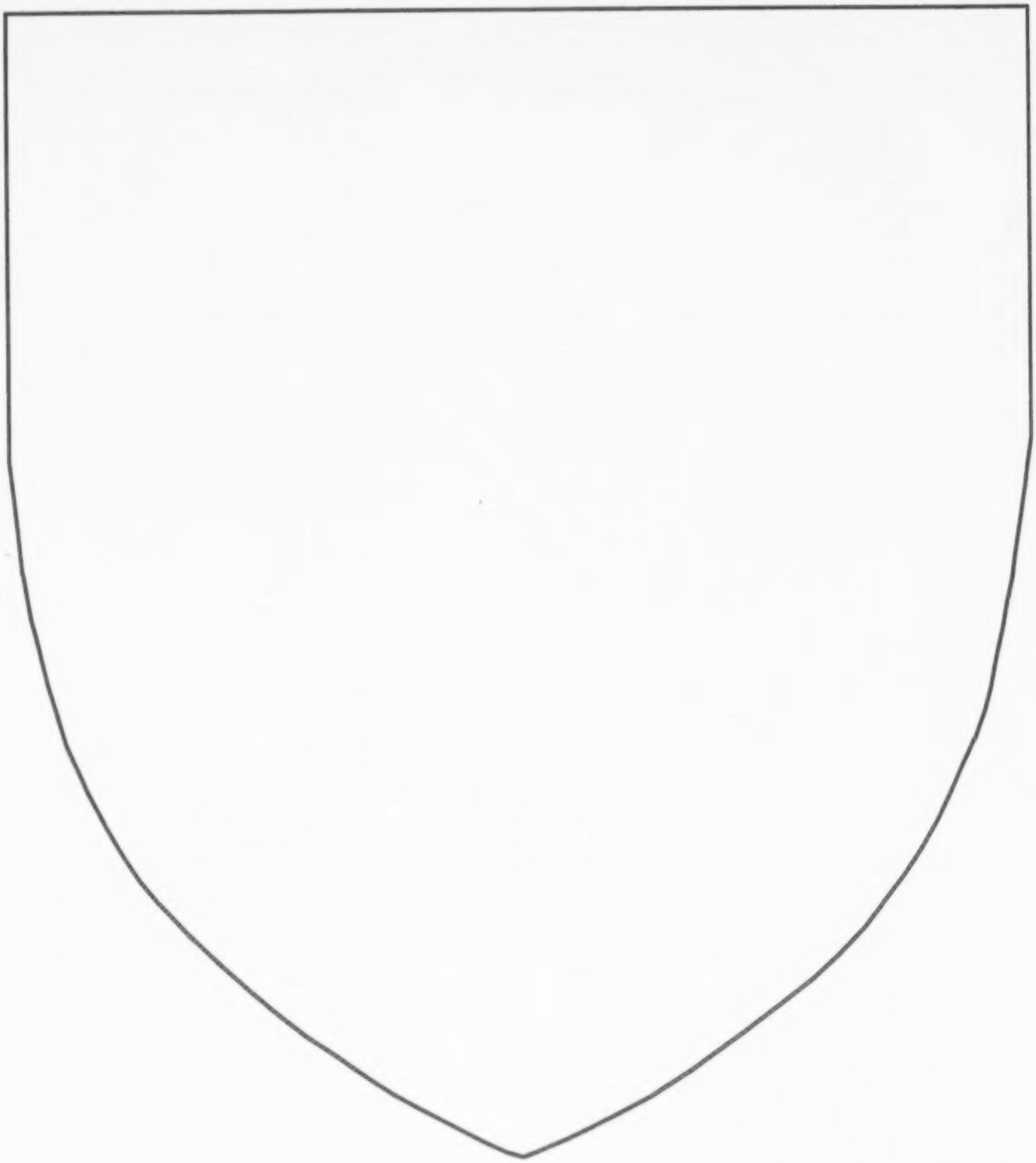
This activity consists of three sheets: the shield pattern, the animal symbols, and the knight's helmet.

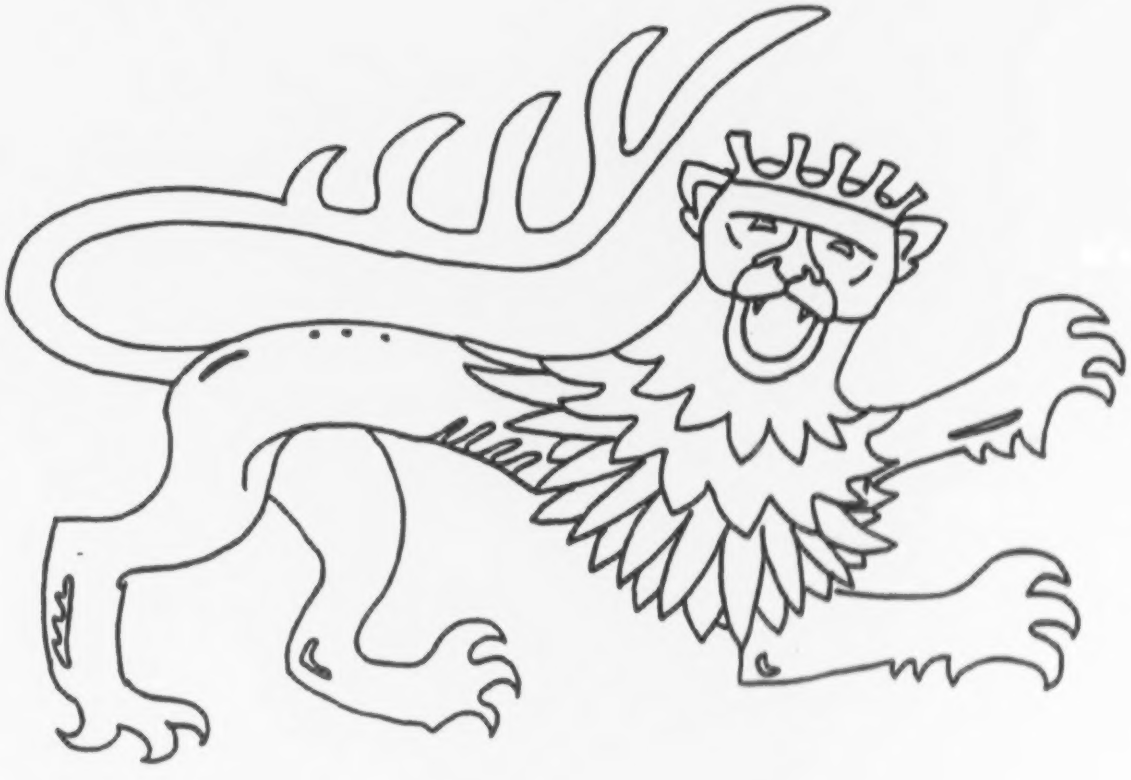
1. Color the shield. See the patterns below for ideas.



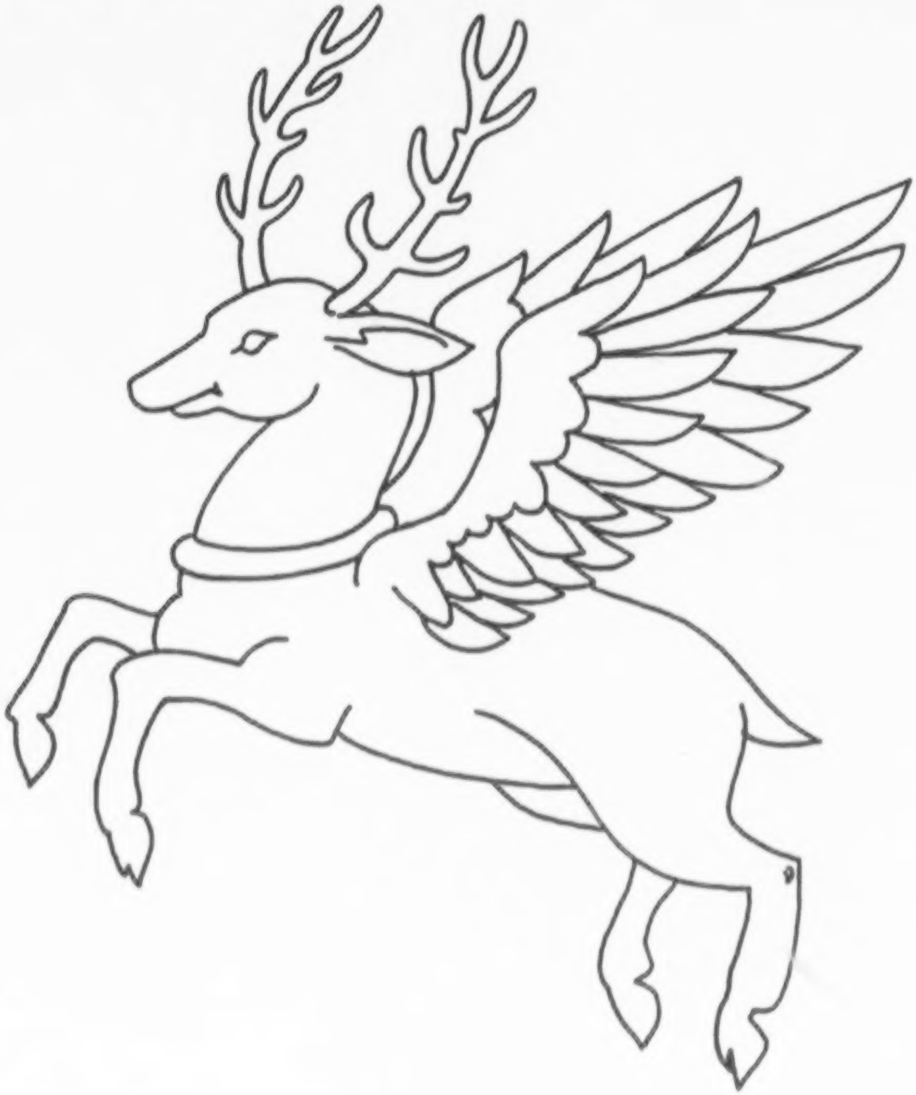
2. Choose an animal symbol, color and cut it out, and glue it to the center of your shield.
3. Color and cut out the knight's helmet (plumage included) and glue it to the top of your shield.



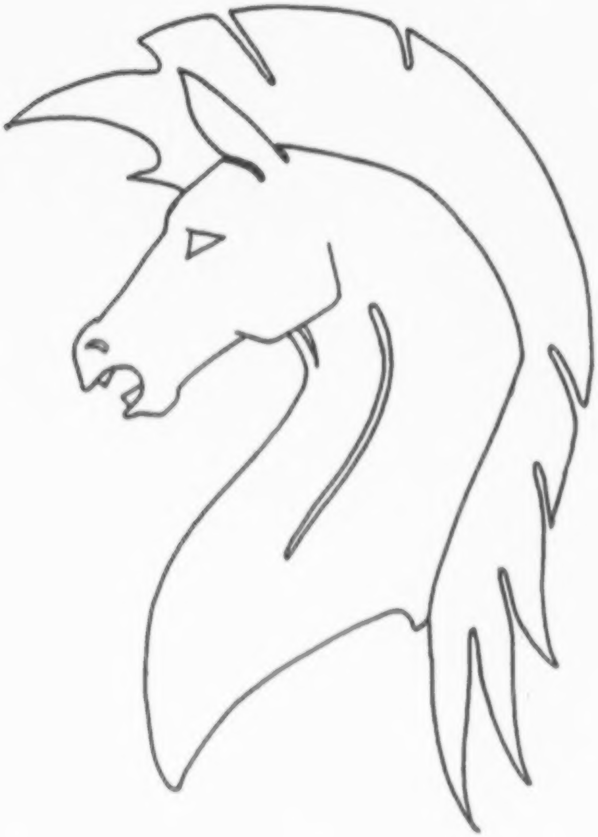




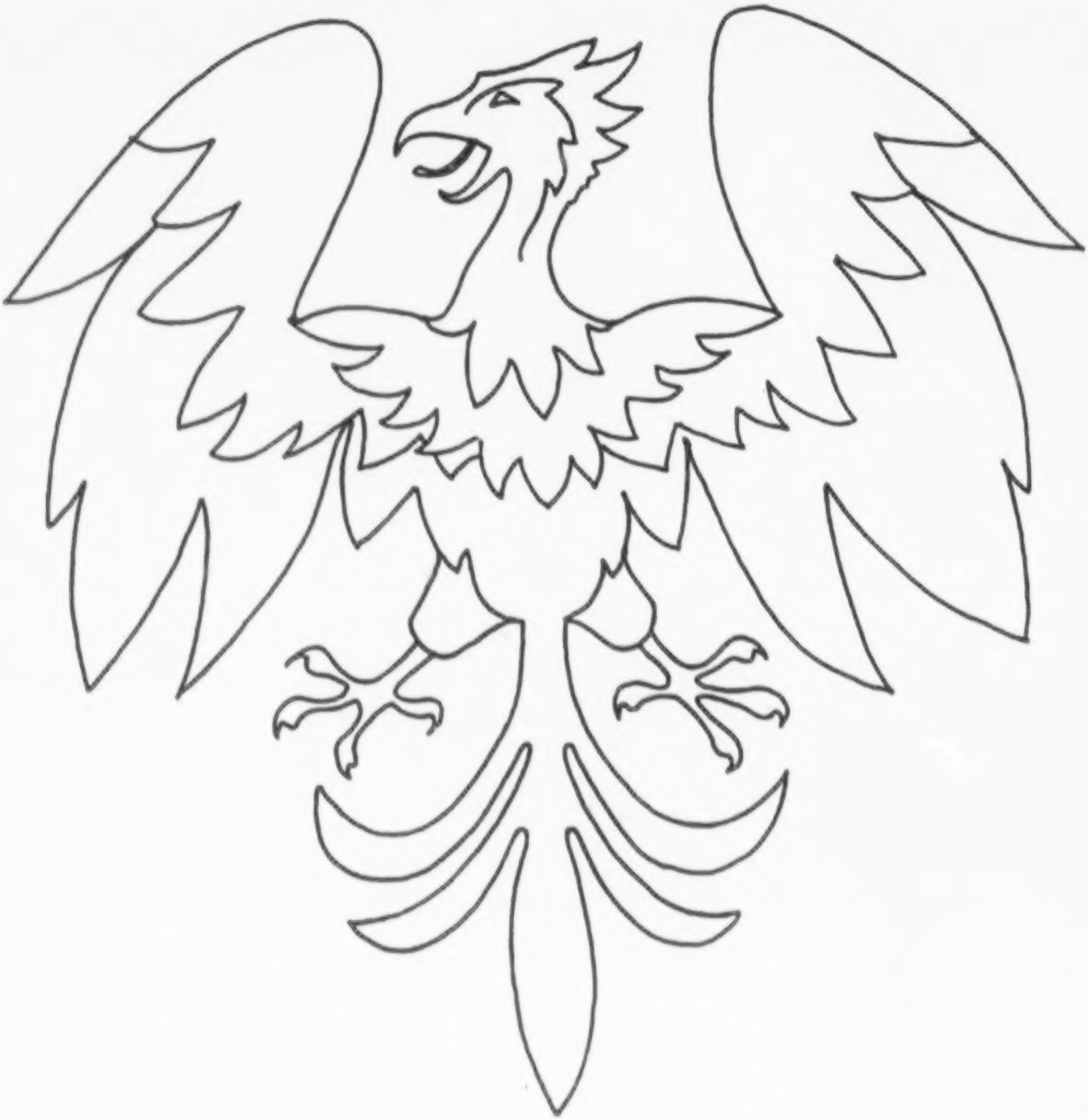
ROYAL LION



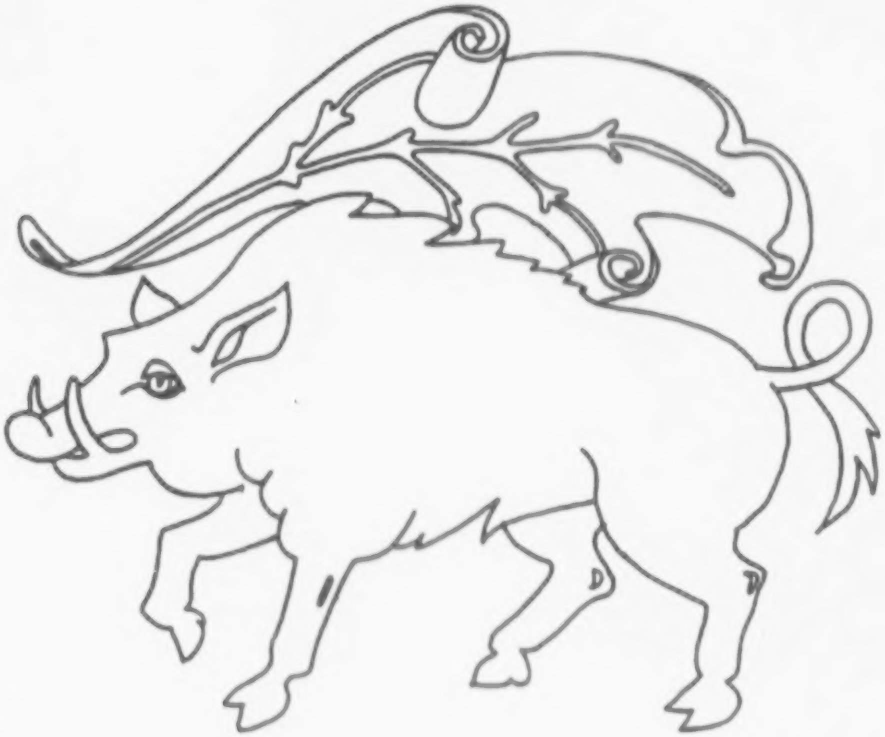
HART



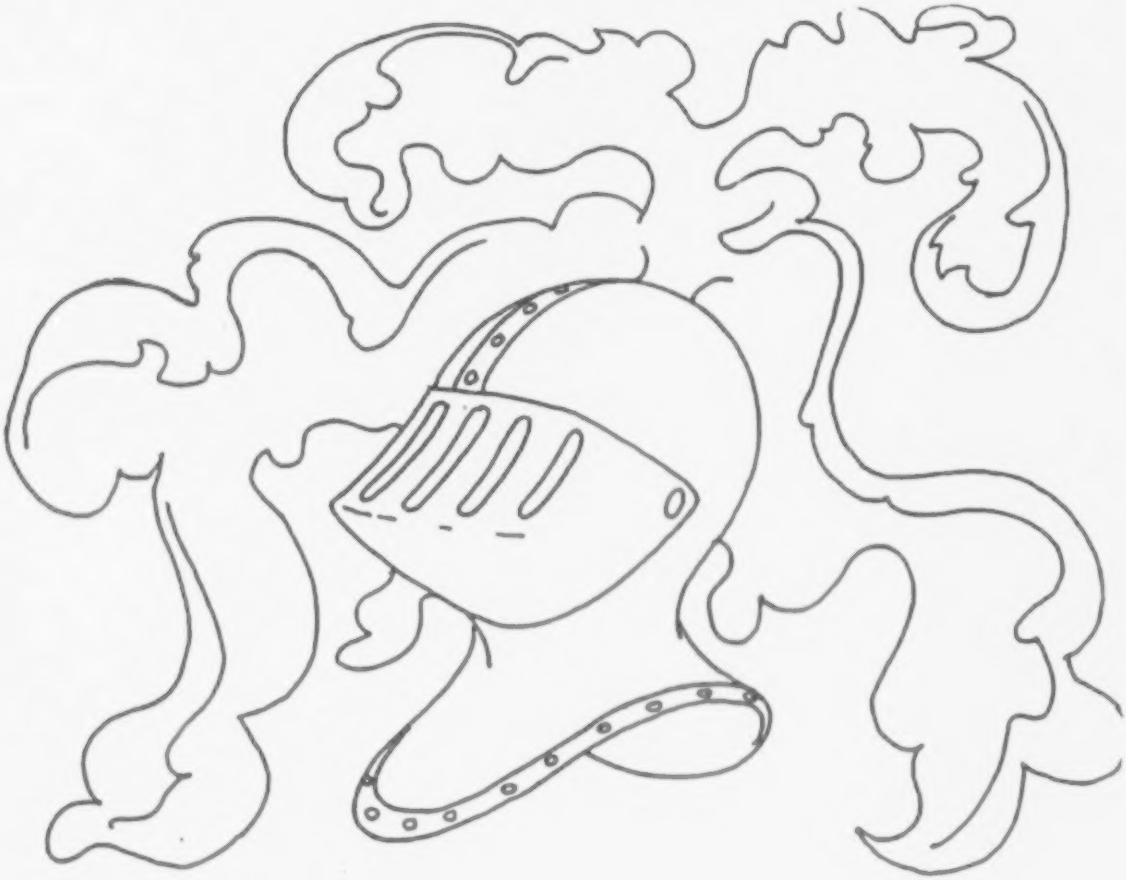
HORSE



FALCON



BOAR

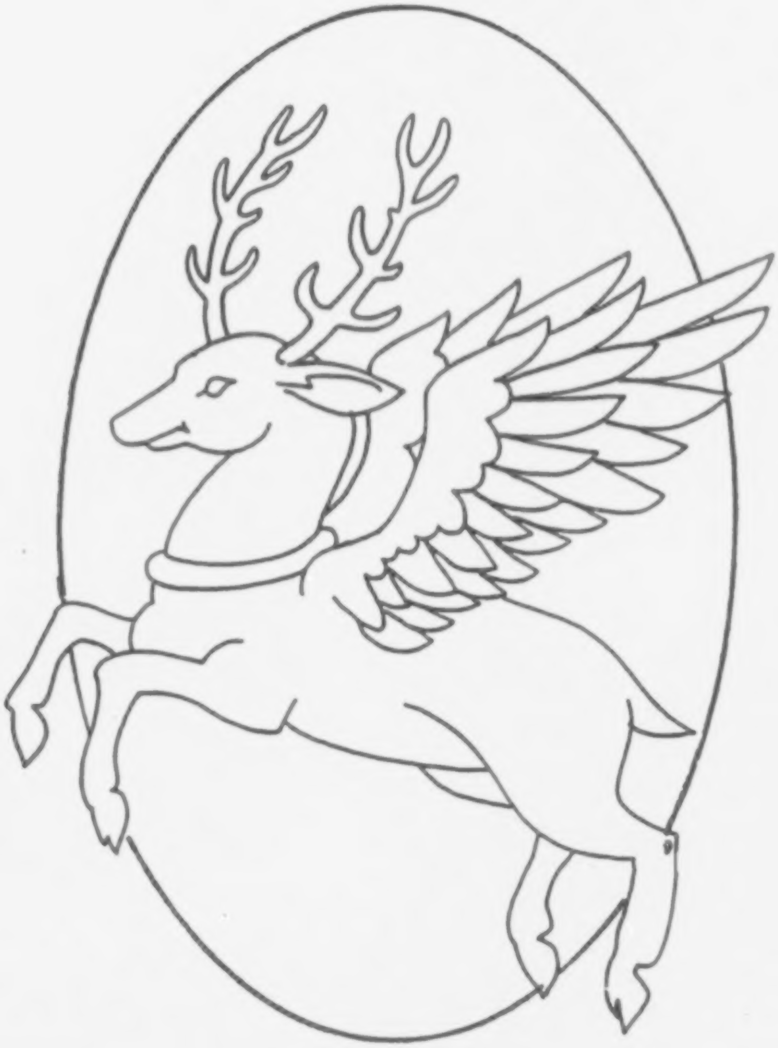


HELMET FOR COAT
OF ARMS

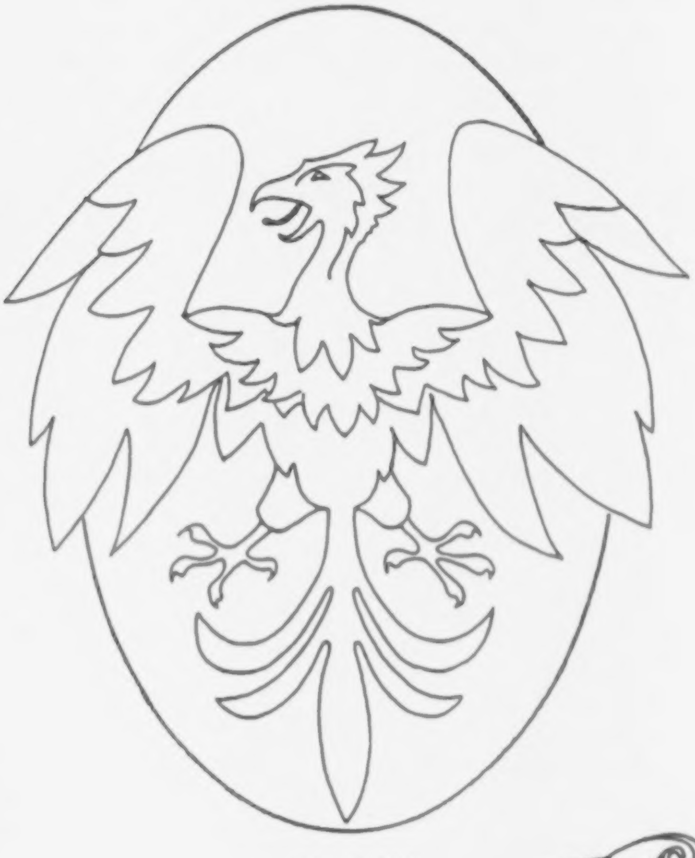
(TOP OF SHIELD)

Here is an additional idea for the "Make your own Shield" activity.

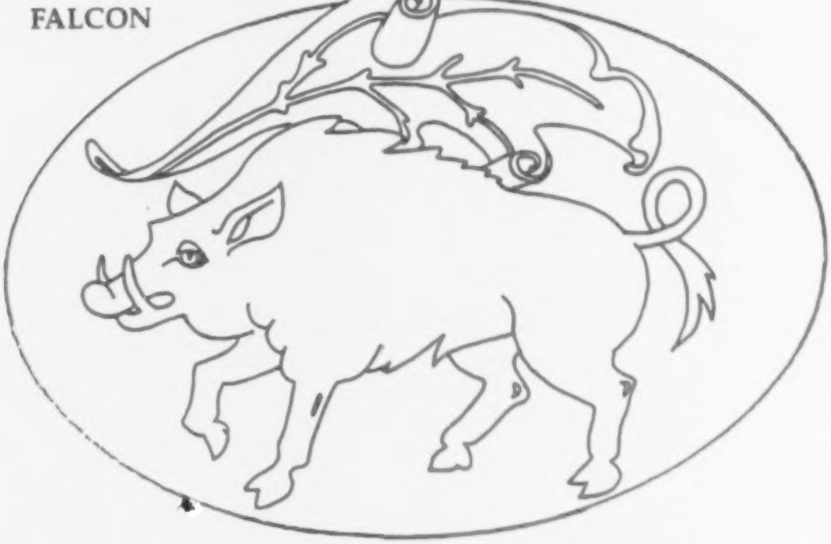
Younger children won't be skilled enough with scissors to cut out the animal symbols, so the size of those symbols have been reduced and an outline can be made around them that can easily be cut out and glued to the shield.



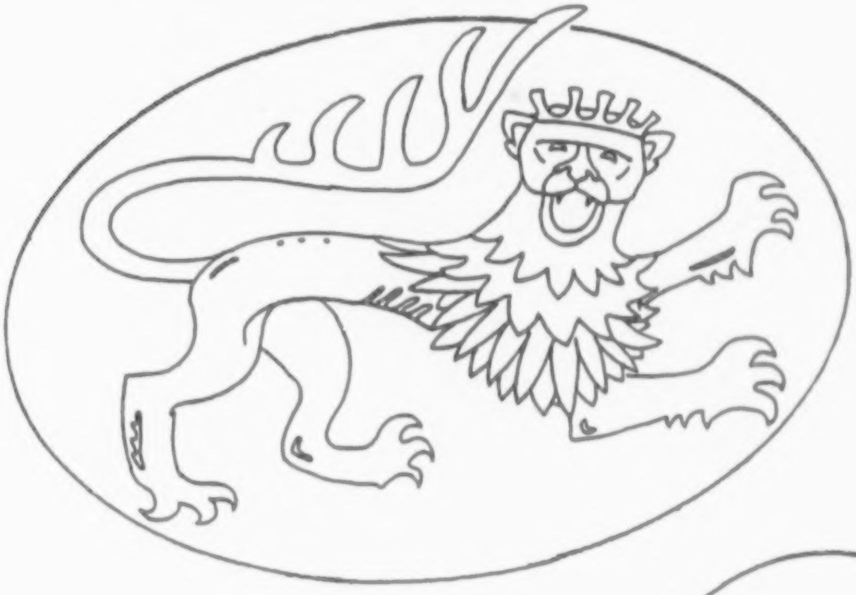
HART



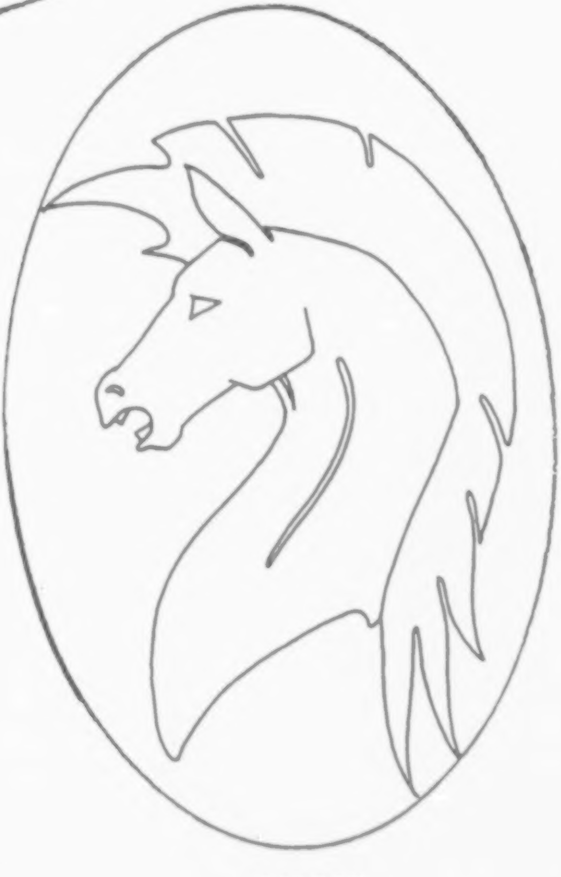
FALCON



BOAR



ROYAL LION



HORSE

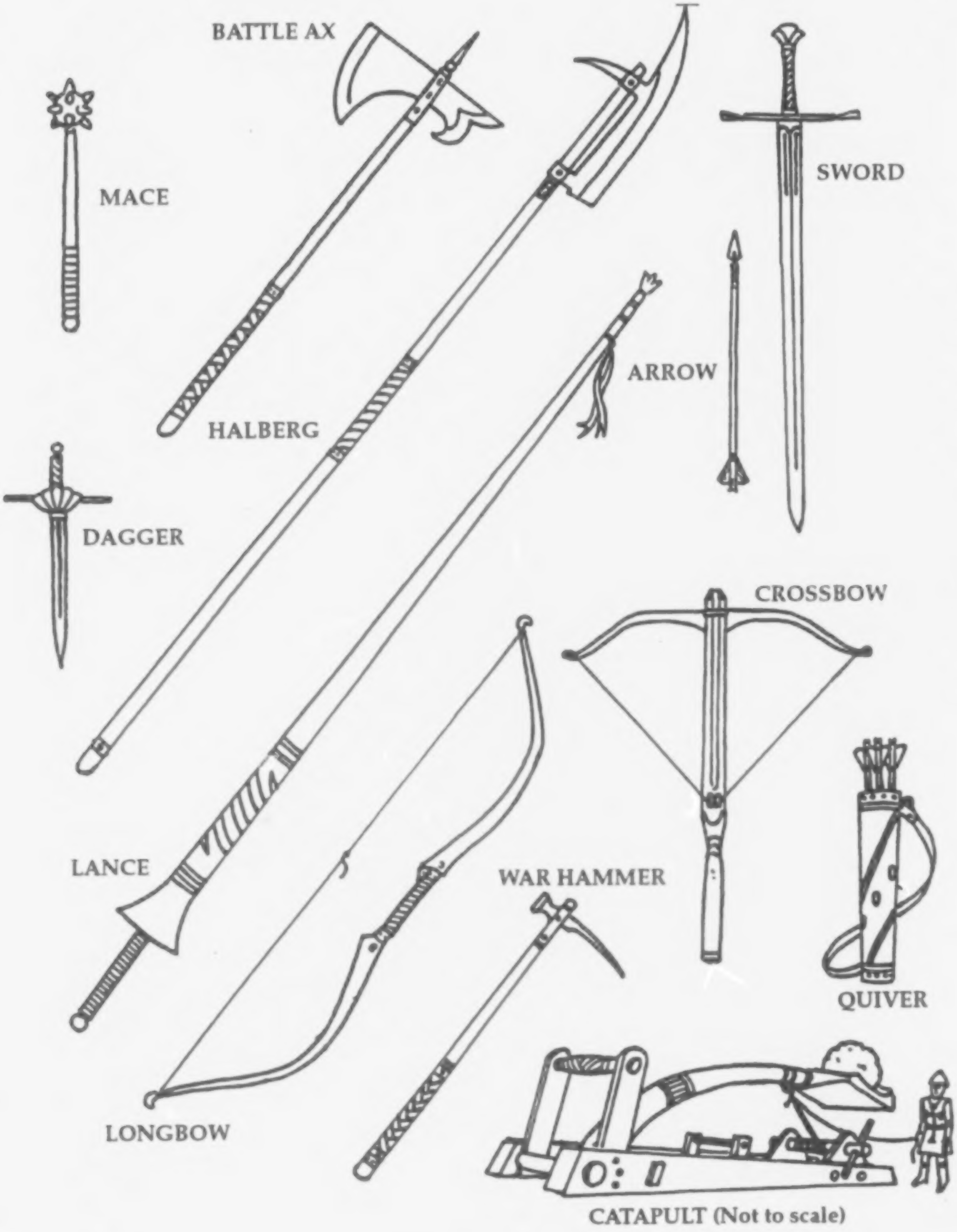
Medieval Weapons

The word is mightier than the sword.

No hidden words or phrases

E C Q E A D Z Y O P L P T Q T
N C Z B R C R O S S B O W R L
X Q A C R R E G G A D S I T U
S M O M O U Q S D P U S V M P
W P I C W Q R E V I U Q Q W A
A U Z O L L O N G B O W H A T
R E R Q A X B J G P K Q K F A
H J J N J W H A L B E R D O C
A G N N I B X G T Y A D V E D
M U Z T Q V J C C T R B Z S E
M L I I R E M A K O L W G R T
E L A N C E Z Q W P Y E T O J
R G C U B R Z S C L Q U A V Y
E F O F H E Y N K E B X H X V
U A A L P Y N G I I Y Q O T E

WORDS FOR 'MEDIEVAL WEAPONS' WORD SEARCH


BATTLE AX
MACE
SWORD
ARROW
HALBERG
DAGGER
CROSSBOW
LANCE
WAR HAMMER
QUIVER
LONGBOW
CATAPULT (Not to scale)

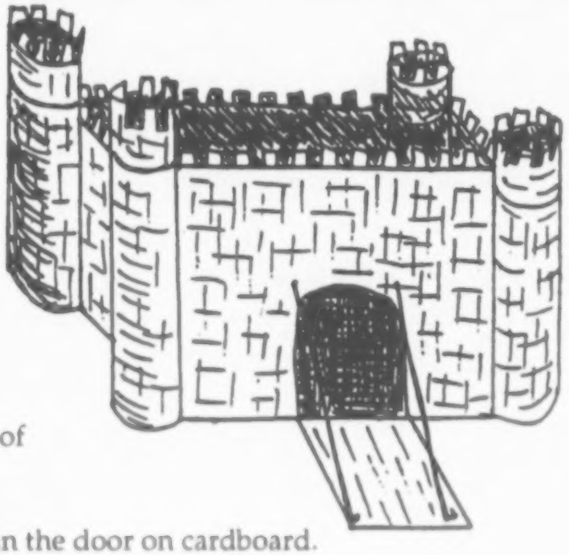
Medieval Weapons

The word is mightier than the sword.

No hidden words or phrases

E	C	Q	E	A	D	Z	Y	O	P	L	P	T	Q	T
N	C	Z	B	R	C	R	O	S	S	B	O	W	R	L
X	Q	A	C	R	R	E	G	G	A	D	S	I	T	U
S	M	O	M	O	U	Q	S	D	P	U	S	V	M	P
W	P	I	C	W	Q	R	E	V	I	U	Q	Q	W	A
A	U	Z	O	L	L	O	N	G	B	O	W	H	A	T
R	E	R	Q	A	X	B	J	G	P	K	Q	K	F	A
H	J	J	N	J	W	H	A	L	B	E	R	D	O	C
A	G	N	N	I	B	X	G	T	Y	A	D	V	E	D
M	U	Z	T	Q	V	J	C	C	T	R	B	Z	S	E
M	L	I	I	R	E	M	A	K	O	L	W	G	R	T
E	L	A	N	C	E	Z	Q	W	P	Y	E	T	O	J
R	G	C	U	B	R	Z	S	C	L	Q	U	A	V	Y
E	F	O	F	H	E	Y	N	K	E	B	X	H	X	V
U	A	A	L	P	Y	N	G	I	I	Y	Q	O	T	E

CASTLE

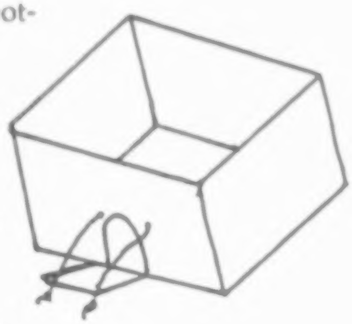


What you will need:

Cardboard Box
Construction Paper
Pencil
Scissors
Tape or Glue
String
4 Paper towel rolls
Markers

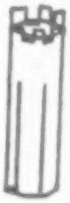
1. Draw a door in the middle of one side of the box and cut out.

2. Draw a rectangle just a little bigger than the door on cardboard. This will be the drawbridge of the castle. Cut out and tape the bottom edge of the rectangle to the bottom edge of the door opening on the box.



3. Make two holes in the top edge of the rectangle and two holes above the door. Thread the strings through the holes and knot at each end. Make sure the string is long enough so the rectangle will lie flat when the drawbridge is open.

4. Draw a brick or stone pattern on construction paper with markers. Glue or tape the construction paper to the outside of the box. Make sure the top of the construction paper extends above the box. Cut an opening for the castle door. Cut notches along the top of the construction paper to make battlements.



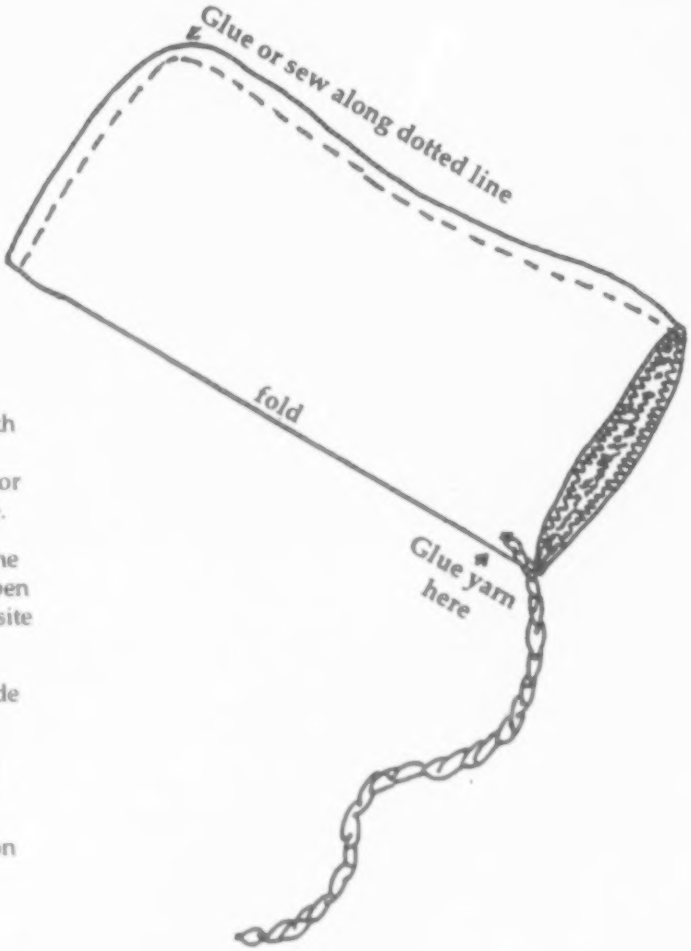
5. Glue or tape construction paper around the paper towel rolls in the same manner as in step 4. Cut two slots in the sides of the paper towel rolls the same height as the box. Slide the paper towel rolls over the corners of the box.

6. Use markers or paint to add windows and/or decorations to the outside of the castle.

Note: If you prefer, instead of covering the box and paper towel rolls with construction paper you can paint and decorate with poster paints.

Idea adapted from: THE KNIGHT'S HANDBOOK by Christopher Gravett (Cobblehill Books, 1997)

PET FINGER MICE

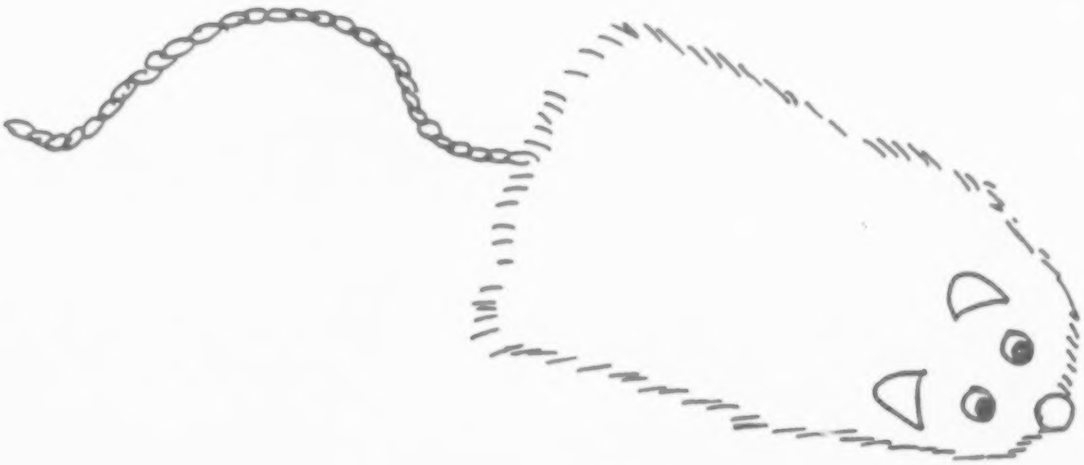


MATERIALS:

glue, glue gun, or needle and thread
3 1/2" x 4" piece of fake fur
1/4" google eyes
1/4" pompoms for nose
felt for ears
yarn for tail

DIRECTIONS:

1. Fold along 4" side of fake fur piece with fur on the inside. Use hot glue gun (other forms of glue might also work) or hand sew long side and one short side.
2. Cut a piece of yarn about 4" long for the tail. Glue the end of the yarn to the open end of the fur tube on the inside opposite the seam.
3. When glue has dried, turn fur right side out.
4. Cut out two felt ears. Glue on tope of small end opposite tail.
5. Glue google eyes and pompom nose on small end to make face.



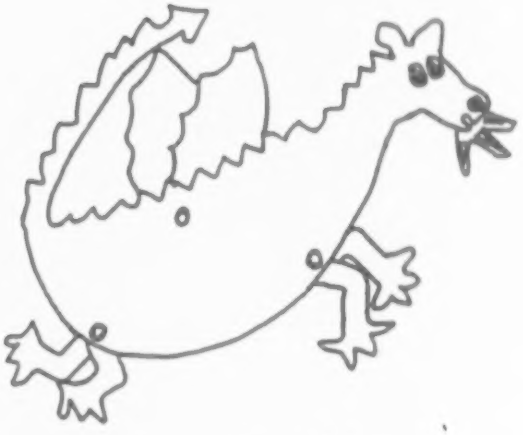
Movable Fire-breathing Dragon

Materials:

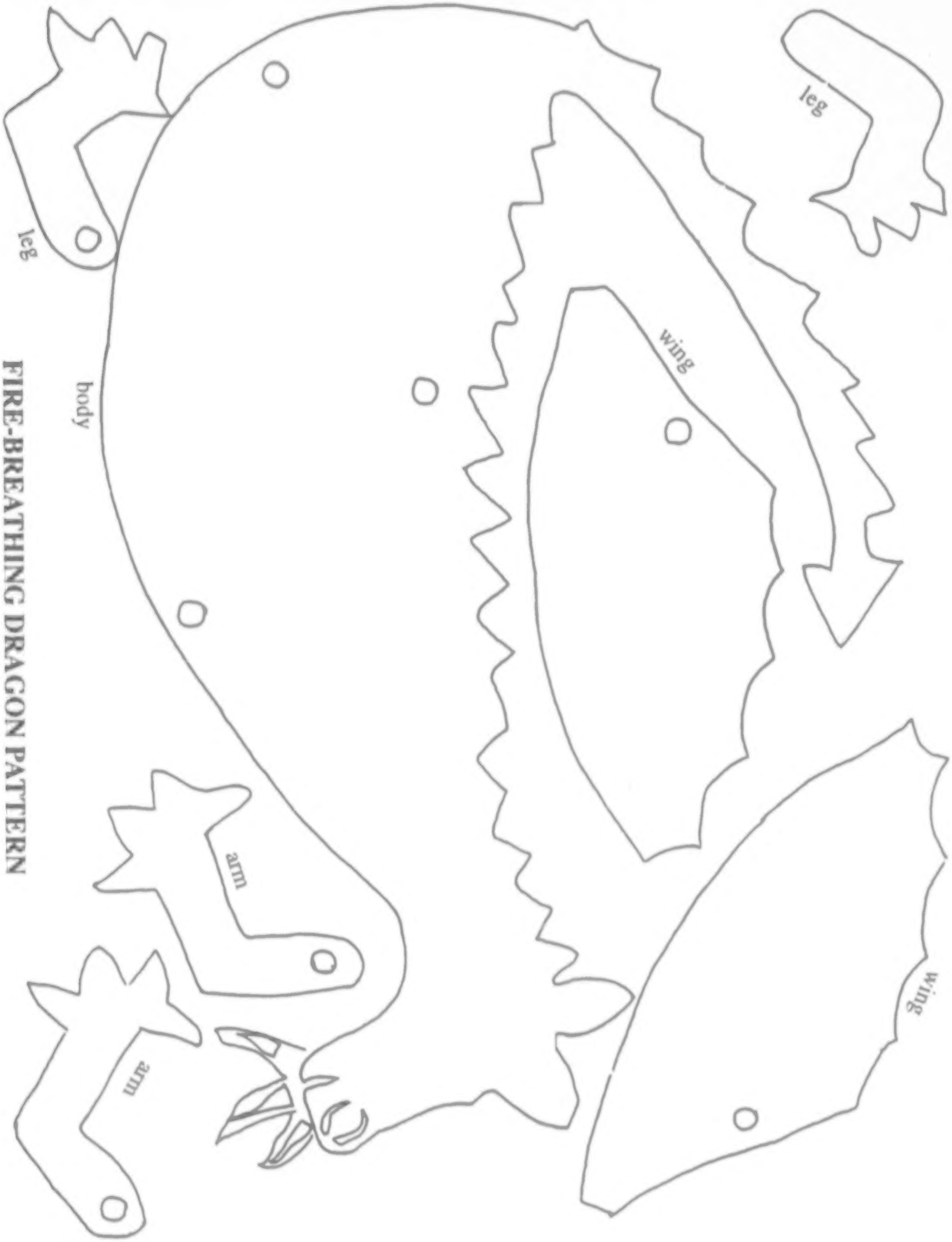
Assorted colors of construction paper
Scissors
Hole Punch
Brass Fasteners
Glue

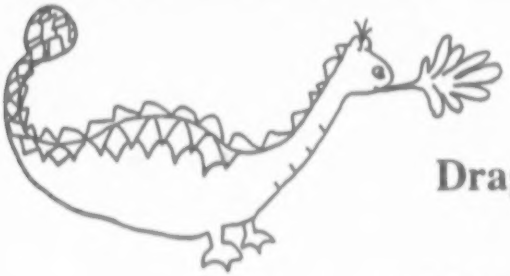
Directions:

1. Cut out pattern pieces from sheet provided (dragon's body, 2 wings, 2 arms and 2 legs).
2. Trace the patterns on to colored construction paper. Cut out the pieces.
3. Using the hole punch, punch holes in each piece. All pieces need one hole, except for the dragon's body, which needs three. Look at the pattern pieces to see about where the holes should be.
4. Using brass fasteners, fasten the two wings to the top hole in the dragon's body, the two arms to the front bottom hole in the dragon's body and the two legs to the back hole in the dragon's body. The brass fasteners allow your dragon to run, grab and fly.
5. Use remaining construction paper and glue to decorate your dragon.



FIRE-BREATHING DRAGON PATTERN


leg
leg
body
wing
arm
arm
wing



Dragon Books

A BOOK OF DRAGONS
by Hosie Baskin

THE BOOK OF DRAGONS
by Michael Hague

DRAGONS DRAGONS & OTHER CREATURES THAT NEVER WERE
by Eric Carle

DRAGONS: TRUTH, MYTH, AND LEGEND
by David Passes

THE DRAGONS ARE SINGING TONIGHT
by Jack Prelutsky

THE KNIGHT AND THE DRAGON
by Tomie DePaola

THE PAPER BAG PRINCESS
by Robert Munsch

THE RELUCTANT DRAGON
by Kenneth Grahame

THE TALE OF CUSTARD THE DRAGON
by Ogden Nash

THE TRUTH ABOUT DRAGONS
by Rhoda Blumberg

Dragons

Five enormous dragons
Letting out a roar –
One went a way, and
Then there were four.

Four enormous dragons
Crashing down a tree –
One went away, and
Then there were three.

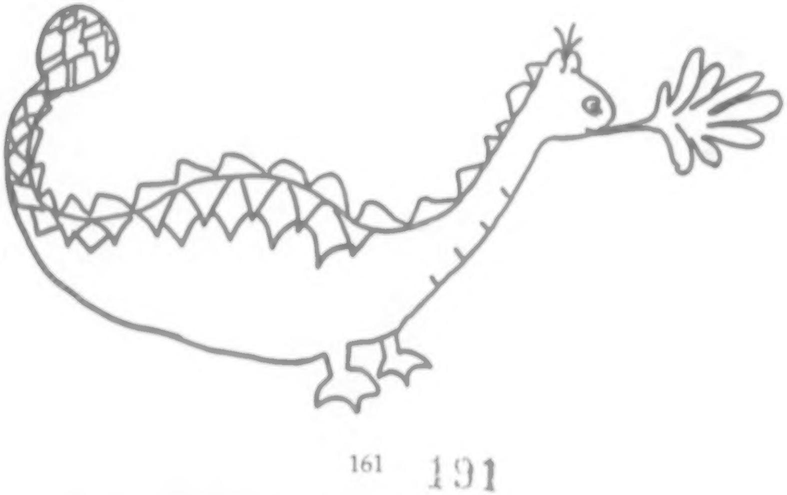
Three enormous dragons
Eating tiger stew –
One went away, and
Then there were two.

Two enormous dragons
Trying to run –
One ran away, and
Then there was one.

One enormous dragon,
Afraid to be a hero –
He went away, and
Then there was zero.

MITT MAGIC: FIGERPLAYS FOR FINGER PUPPETS
by L. Roberts

(Use as a finger play or cut out five dragons and use as flannel story.)



LITTLE DEWEY DRAGON

Little Dewey Dragon counts to three,

Little Dewey Dragon bends one knee.

Little Dewey Dragon stretches his wings,

Little Dewey Dragon whistles and sings. (Fiddle-i-fee)

Little Dewey Dragon touches his toes,

Little Dewey Dragon touches his nose.

Little Dewey Dragon makes a funny face,

Little Dewey Dragon runs in place.

Little Dewey Dragon lays on the floor,

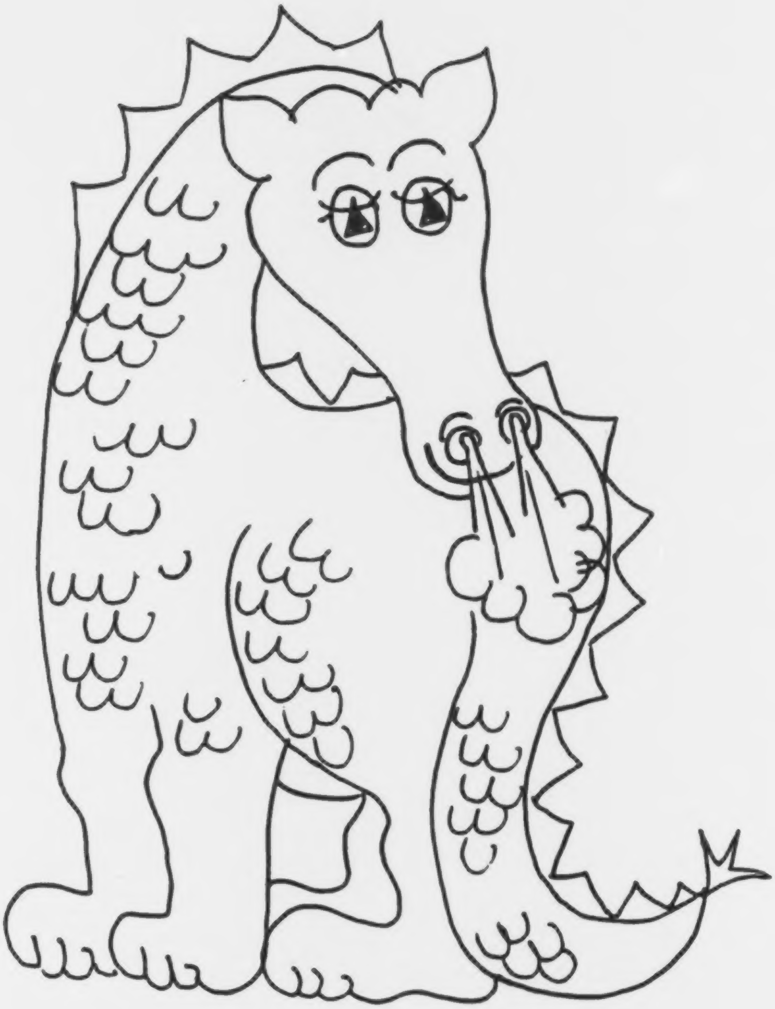
Little Dewey Dragon starts to snore.

(Have children perform the actions to go along with this verse)

(Adapted from: FINGER FROLICS by Liz Cromsell)

Dewey Dragon Display

Cut a large dragon shape out of butcher paper. Have children add a dragon scale shape to the dragon for each book or hour they spend reading.



MIXED UP MAID MARION

Maid Marion went for a ride in her carriage. She tried to write down some of the things that she saw during her ride, but the road was rocky, she bumped her head, and her letters got mixed up. See if you can straighten out the names of what she saw.

HRARCE

ESATCL

ACIMG

NAGRDO

LANOCF

GIKTHN

ATOM

ATBIRB

NEMRIL

MIXED UP MAID MARION
(Answer Sheet)

Maid Marion went for a ride in her carriage. She tried to write down some of the things that she saw during her ride, but the road was rocky, she bumped her head, and her letters got mixed up. See if you can straighten out the names of what she saw.

ARCHER

CASTLE

MAGIC

DRAGON

FALCON

KNIGHT

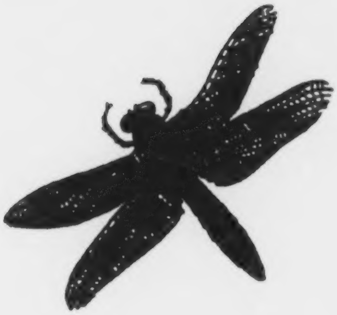
MOAT

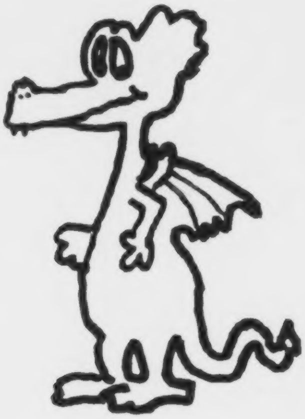
RABBIT

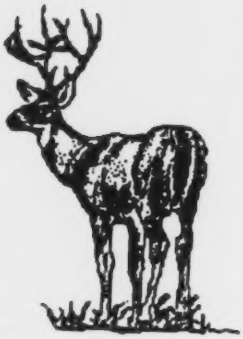
MERLIN

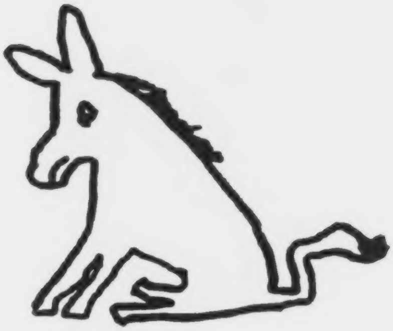
The Letter "D"

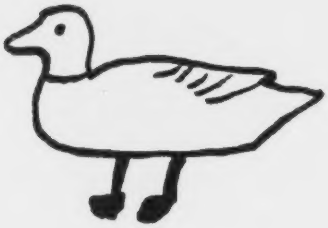
All the critters below start with the letter "D". Can you name them?

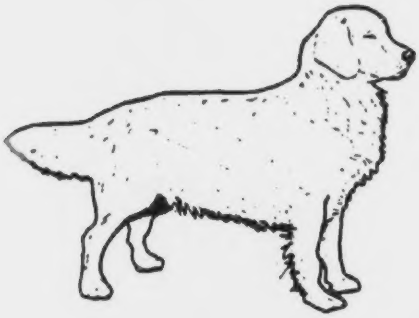


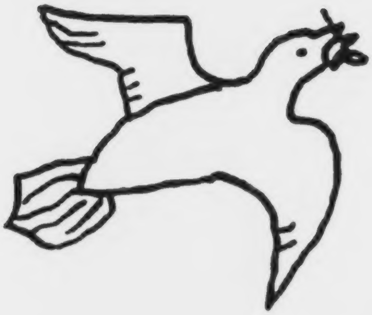












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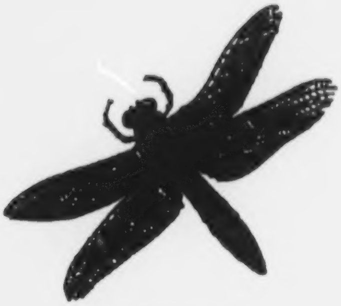
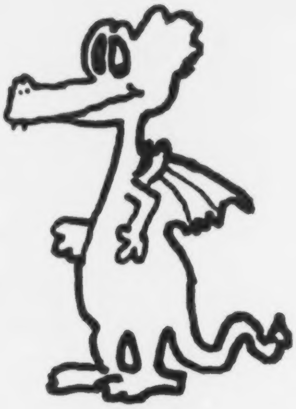
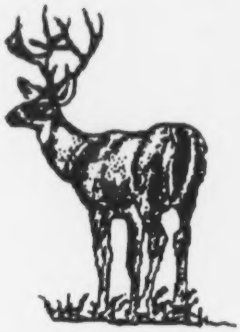


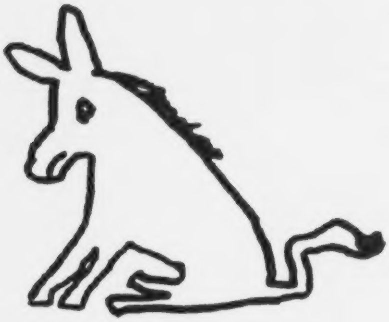
Dragonfly



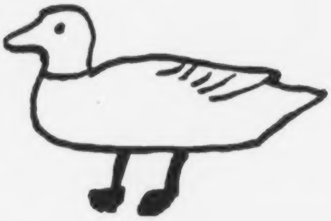
Dragon



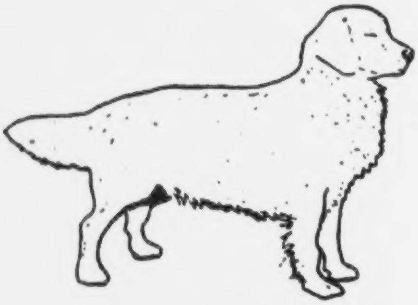
Deer



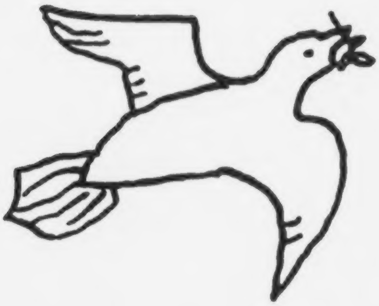
Donkey



Duck



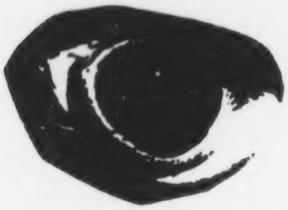
Dog

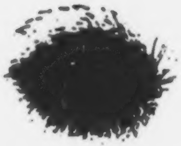


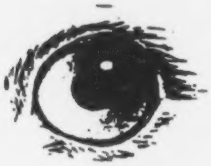
Dove

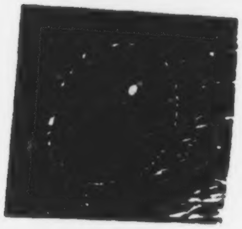
Identify the Eyes

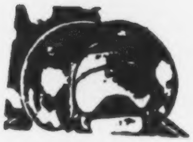
Can you guess which eye belongs to which of these animals that lived during Medieval times: Bat, Camel, Deer, Dragonfly, Eagle, Falcon, Lion & Owl.

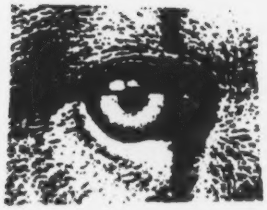


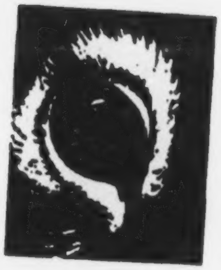


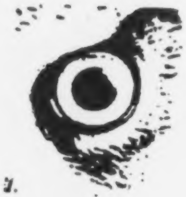












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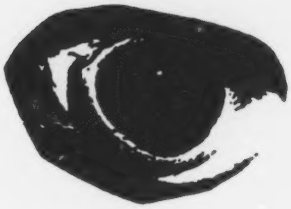
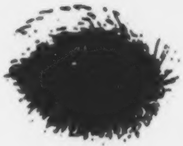
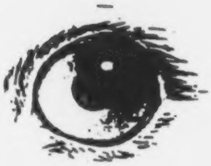
Can you guess which eye belongs to which of these animals that lived during Medieval times: Bat, Camel, Deer, Dragonfly, Eagle, Falcon, Lion & Owl.



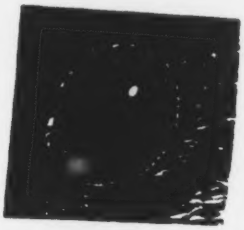
Falcon



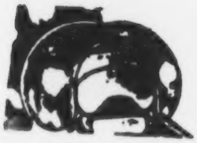
Camel



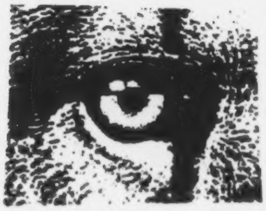
Eagle



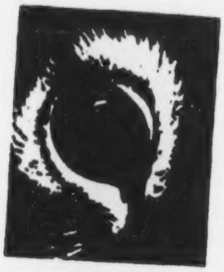
Bat



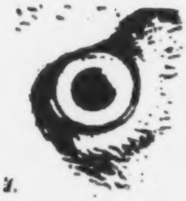
Dragonfly



Lion



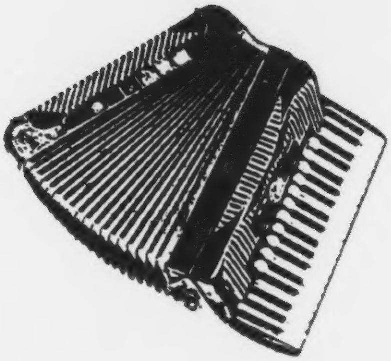
Deer

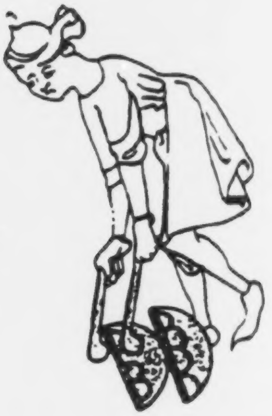


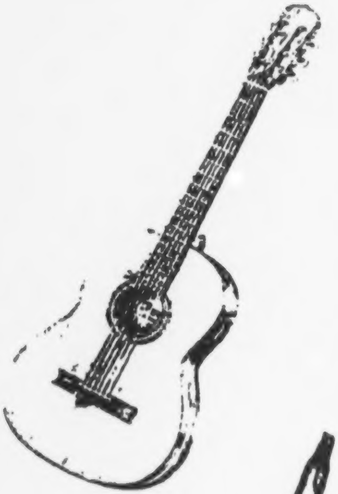
Owl

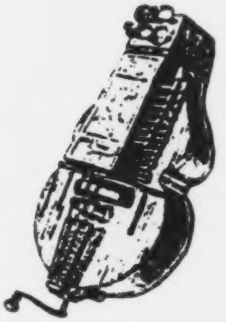
MEDIEVAL MUSICAL INSTRUMENT MATCH

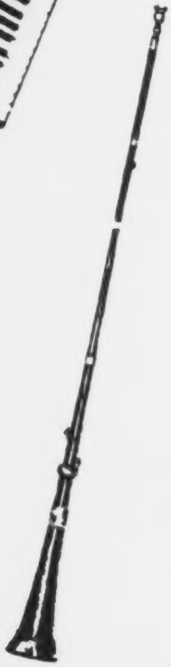
If you were a musician during the times of castles and kings, what instruments would you play? There are 8 instruments below, only 5 are correct. Circle the 5 instruments that you might play for the King.

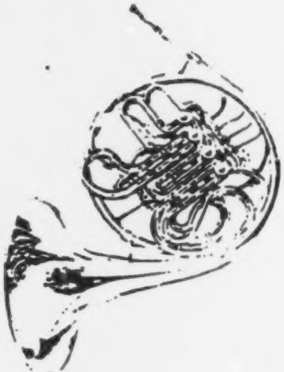


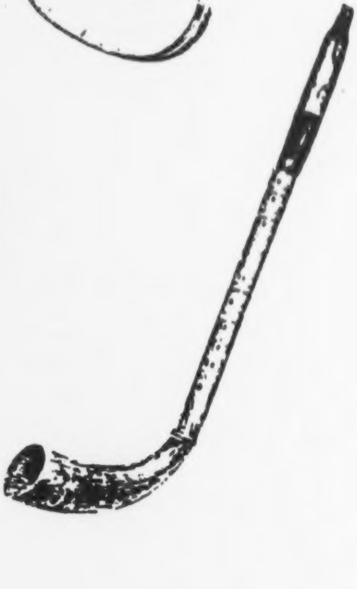


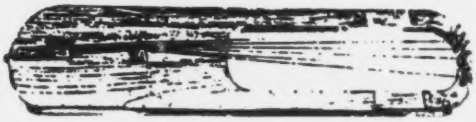












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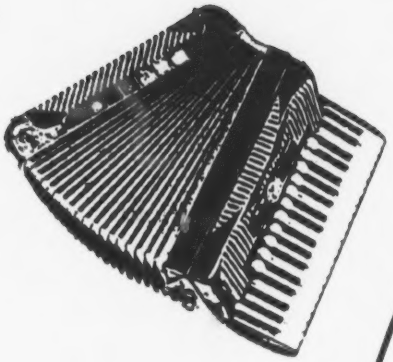
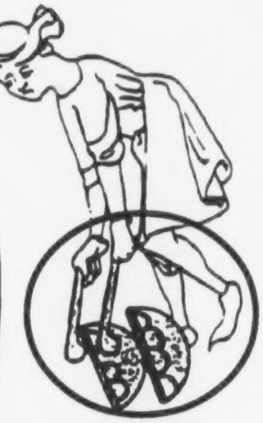
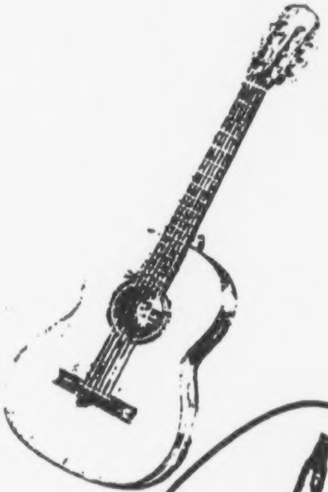
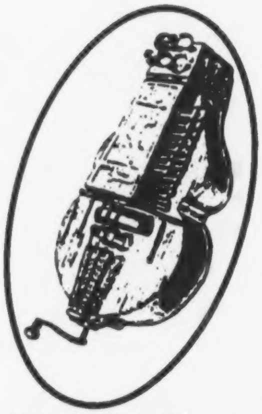


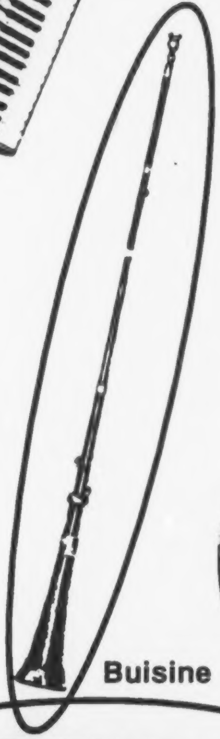


Nakers

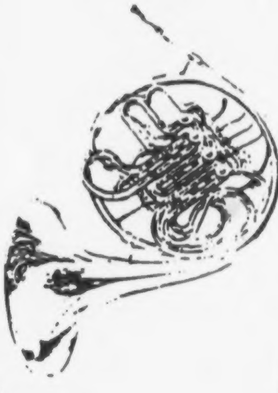


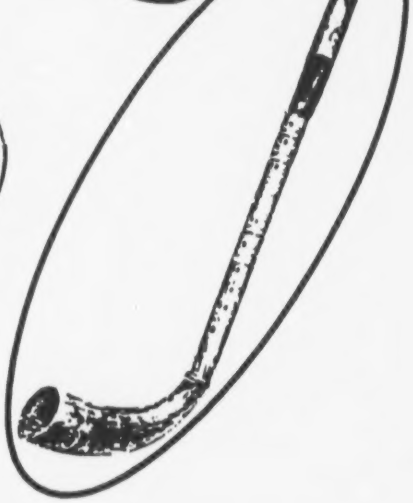


Hurdy Gurdy

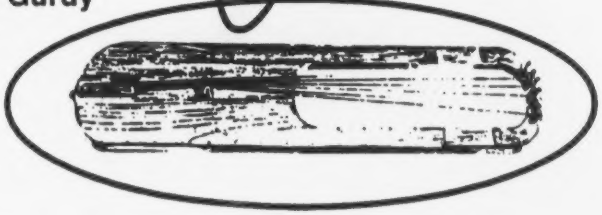


Buisine

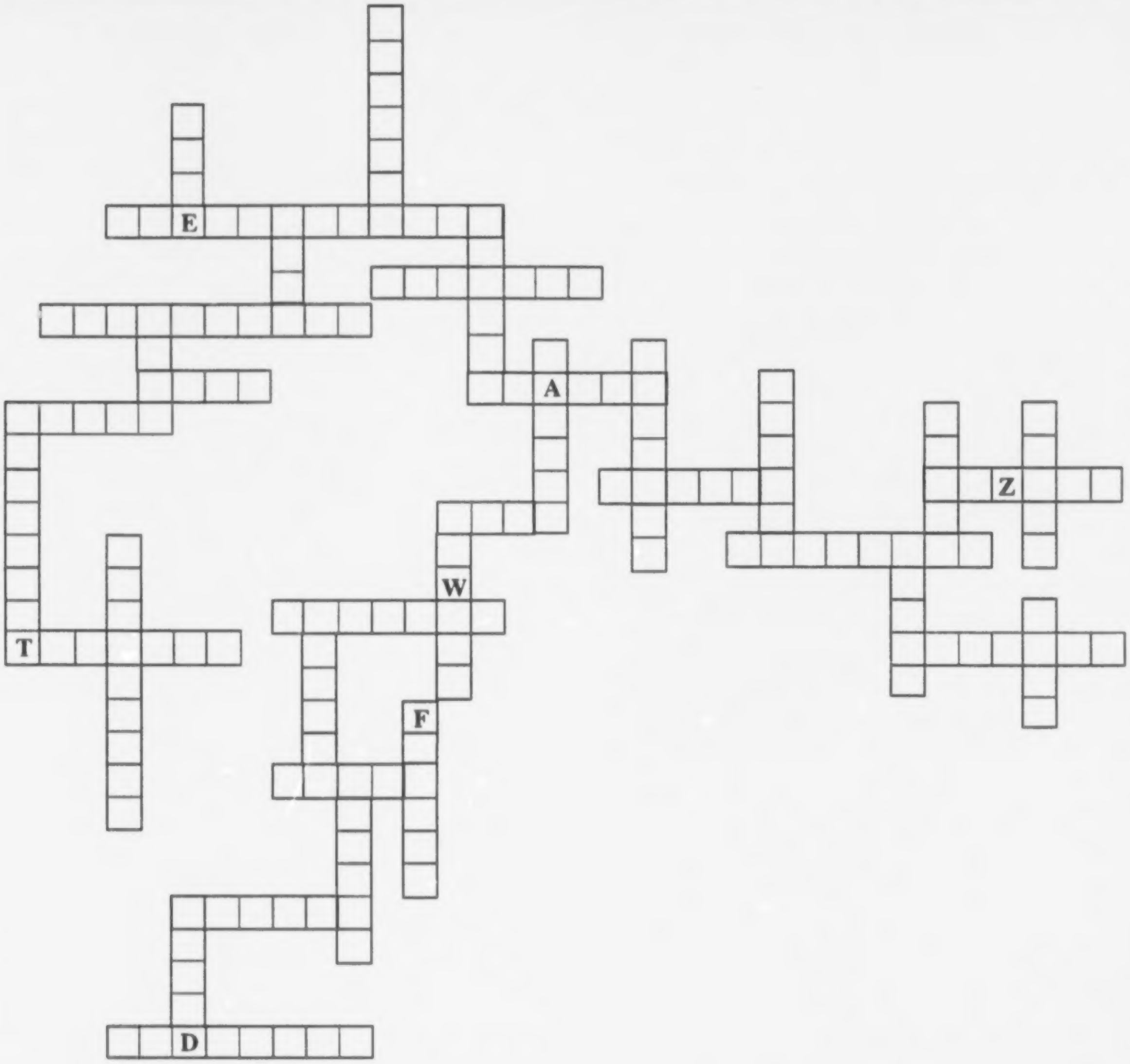




Hornpipe



Lute



WORDS of the ROUND TABLE

Use the words below to fill in the squares. Watch out though! Things aren't always as they seem.

- AGE OF KNIGHTS
- ARMOR
- ARTHUR
- BATTLE
- CASTLE
- CHIVALRY
- DAME
- DRAGON
- DUNGEON
- ENGLAND
- FOREST
- GALAHAD
- GARETH
- GATE
- GAWAIN
- GUARD
- HAWKING
- HEIR
- HORSEBACK
- KING
- LANCE
- LANCELOT
- LORDS
- MAIDEN
- MIDDLE AGES
- MEDIEVAL
- MOAT
- PAGE
- SHIELD
- SIR
- SQUIRE
- SWORD
- TRISTAM
- TOWER
- VALIANT
- WIZARD

WORDS of the ROUND TABLE

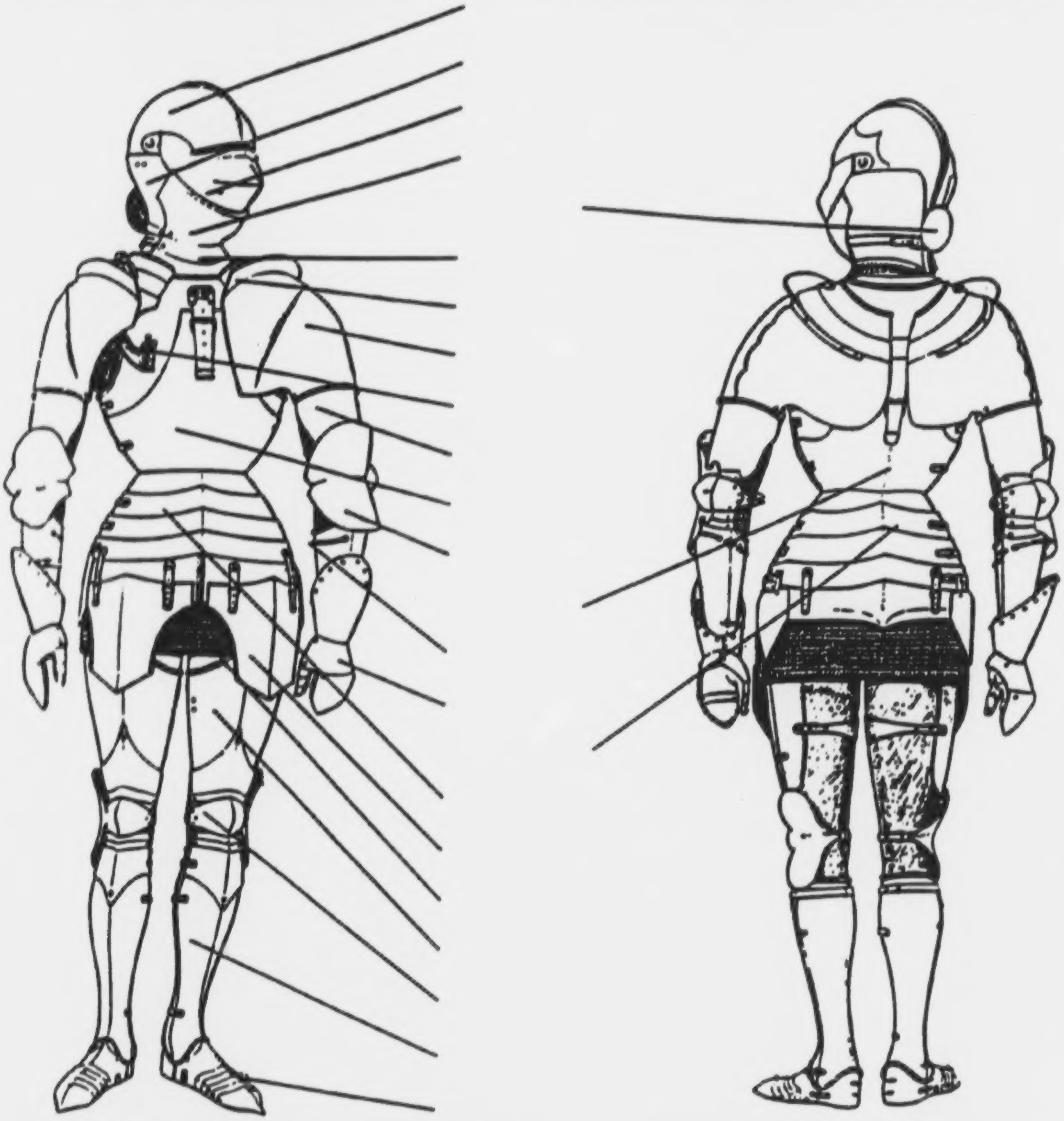
Use the words below to fill in the squares. Watch out though! Things aren't always as they seem.

```
                      H
                      A
                      W
          P           K
          A           I
          G           N
      A G E O F K N I G H T S
                I           H
                N     V A L I A N T
  M I D D L E A G E S       E
        A                   L   C     E
        M O A T             D R A G O N       G
L A N C E                       S     G       A         T     G
A                               T     L       R         O     U
N                               L   B A T T L E         W I Z A R D
C                         G A T E     N       T         E     R
E     H                   A           D     C H I V A L R Y   D
L     O                   W                           O
O     R         G A L A H A D                         R       H
T R I S T A M     R       I                           D U N G E O N
      E           T       N                           S       I
      B           H     F                                     R
      A           U     O
      C         A R M O R
      K             A   E
                    I   S
                    D   T
          S Q U I R E
          W         N
          O
          R
      M E D I E V A L
```

AGE OF KNIGHTS
ARMOR
ARTHUR
BATTLE
CASTLE
CHIVALRY
DAME
DRAGON
DUNGEON
ENGLAND
FOREST
GALAHAD

GARETH
GATE
GAWAIN
GUARD
HAWKING
HEIR
HORSEBACK
KING
LANCE
LANCELOT
LORDS
MAIDEN

MIDDLE AGES
MEDIEVAL
MOAT
PAGE
SHIELD
SIR
SQUIRE
SWORD
TRISTAM
TOWER
VALIANT
WIZARD

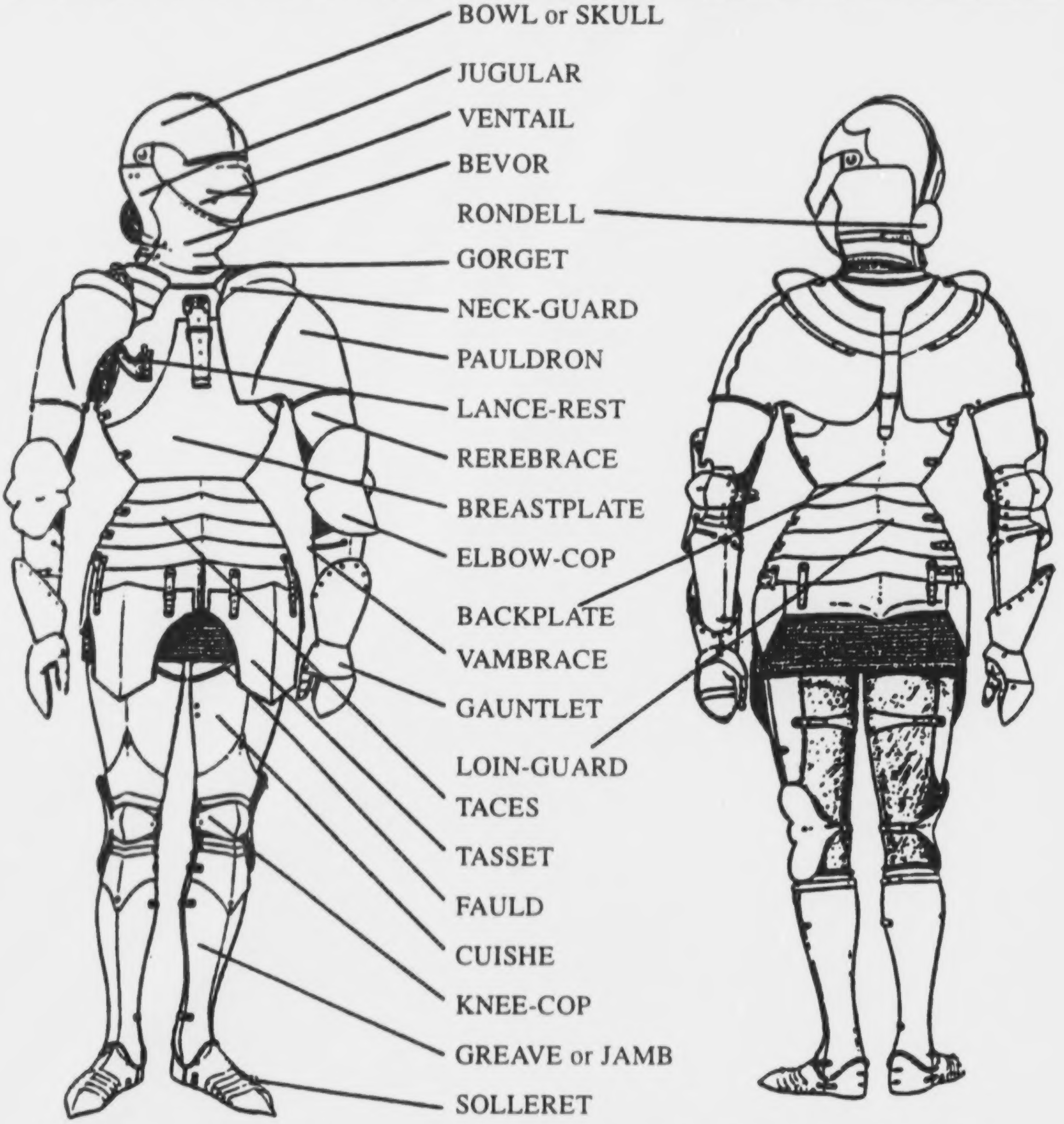


The protection worn by knights in the late 15th-century was much more complex than the uniforms of today's heroes. Can you match the words below to the pieces of this knight's suit of armor?

BACKPLATE
BEVOR
BOWL (or SKULL)
BREASTPLATE
CUISHE
ELBOW-COP
FALD
GAUNTLET

GORGET
GREAVE (or JAMB)
JUGULAR
KNEE-COP
LANCE-REST
LOIN-GUARD
NECK-GUARD
PAULDRON

REREBRACE
RONDELL
SOLLERET
TACES
TASSET
VAMBRACE
VENTAIL


BOWL or SKULL
JUGULAR
VENTAIL
BEVOR
RONDELL
GORGET
NECK-GUARD
PAULDRON
LANCE-REST
REREBRACE
BREASTPLATE
ELBOW-COP
BACKPLATE
VAMBRACE
GAUNTLET
LOIN-GUARD
TACES
TASSET
FAULD
CUISHE
KNEE-COP
GREAVE or JAMB
SOLLERET

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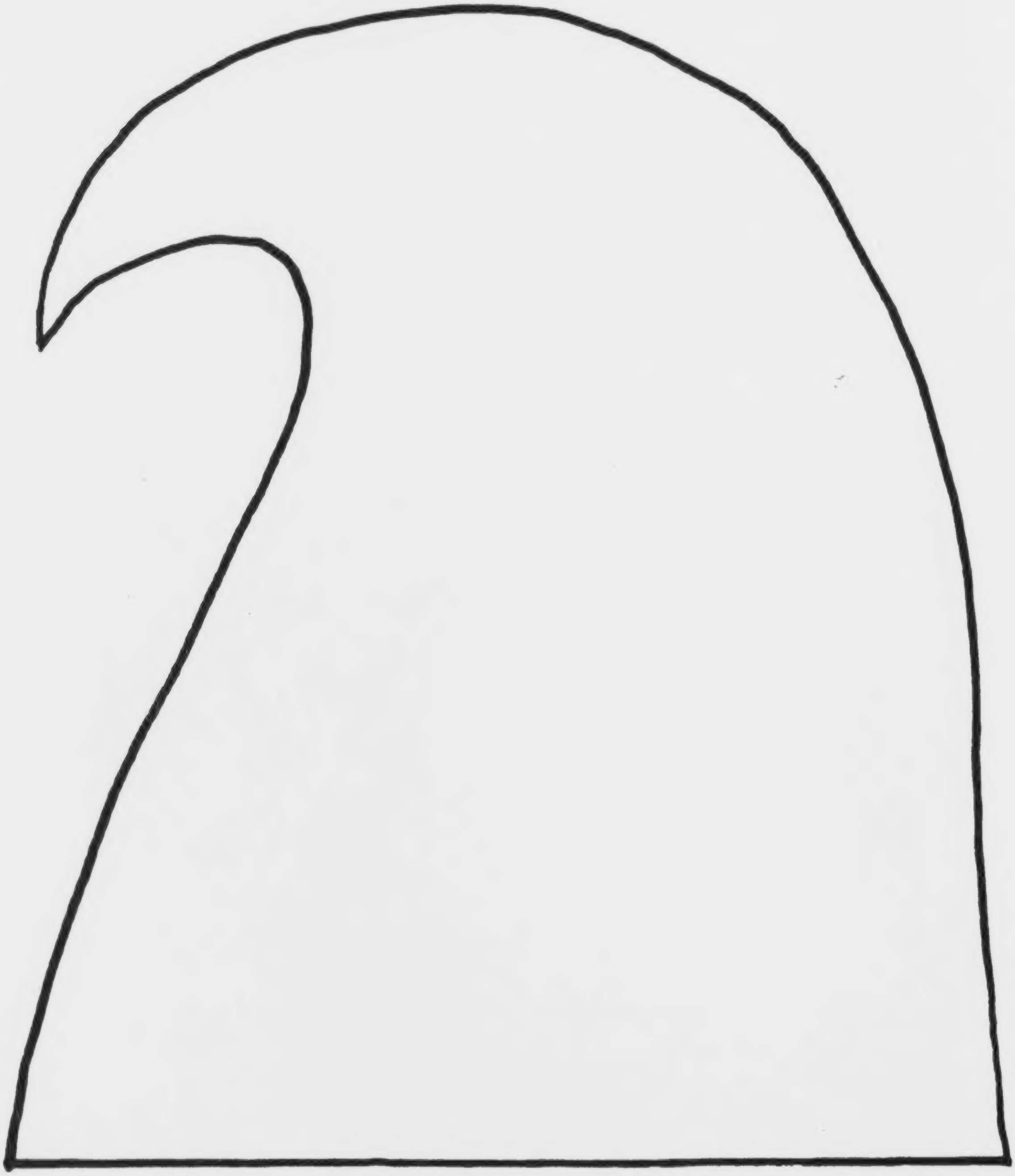
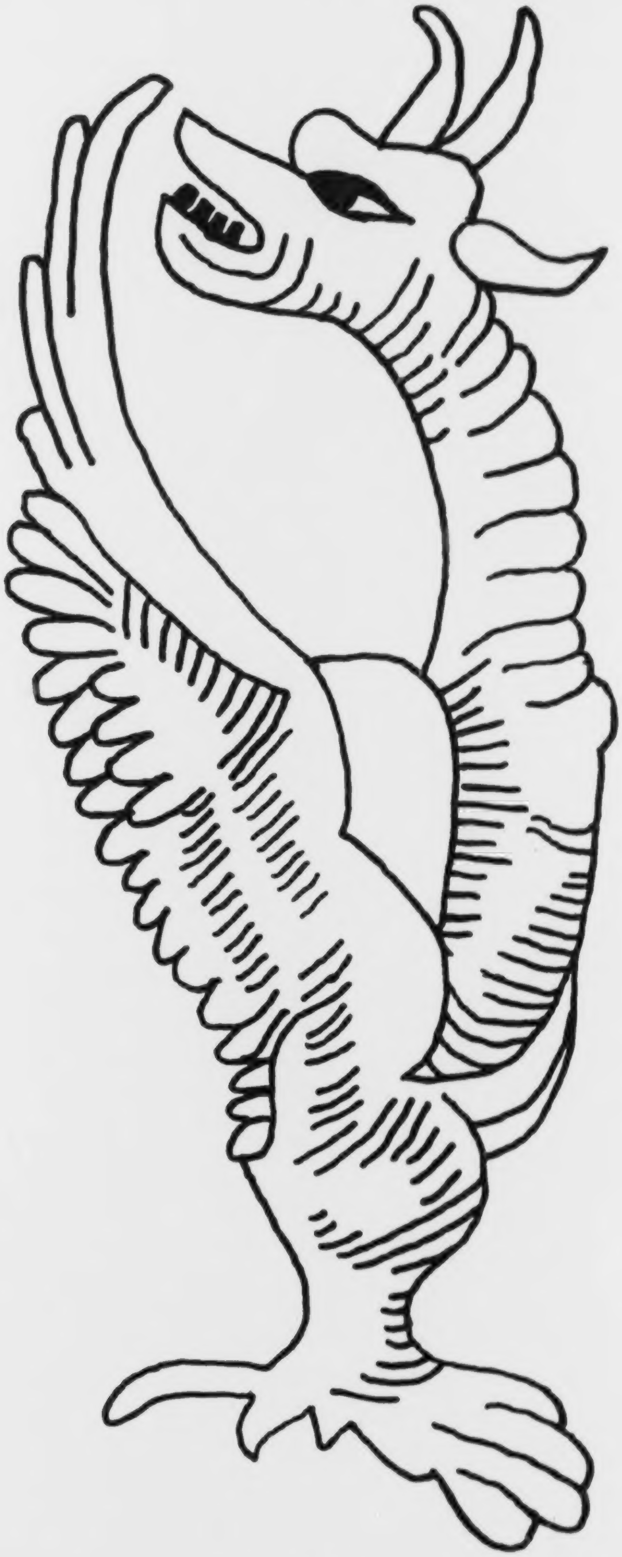
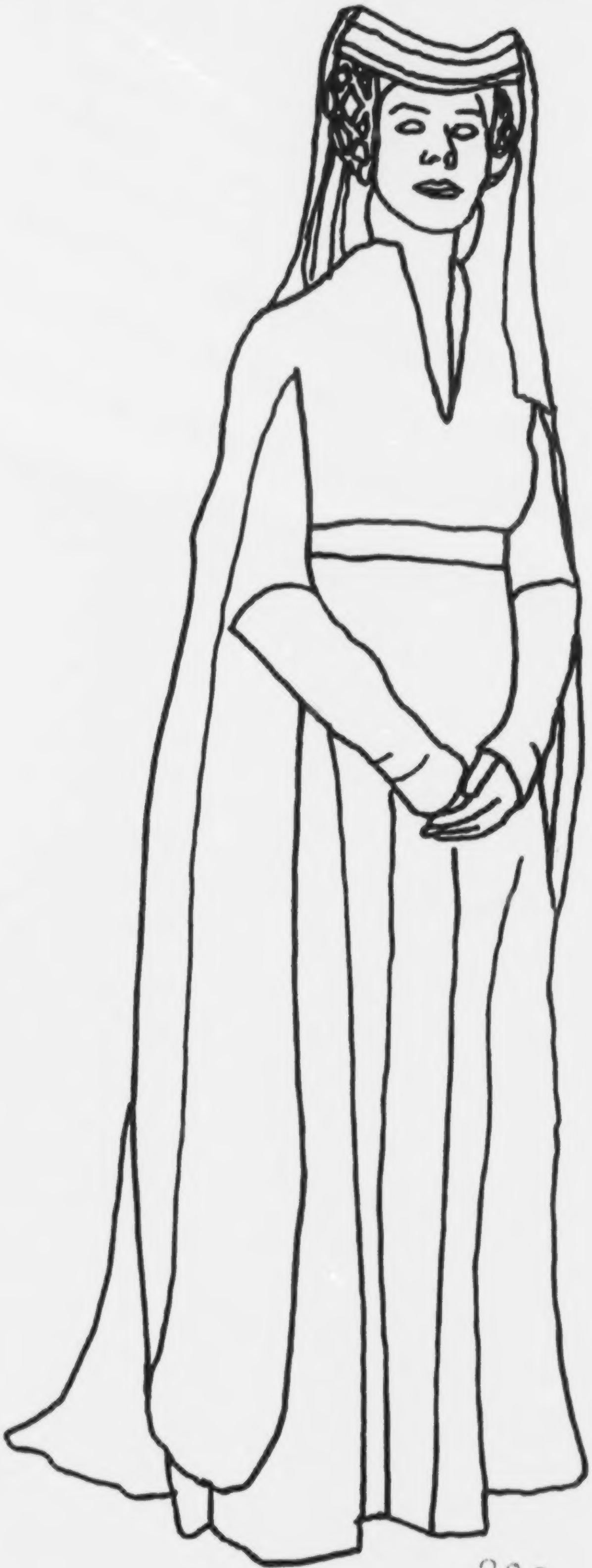
GORGET
GREAVE (or JAMB)
JUGULAR
KNEE-COP
LANCE-REST
LOIN-GUARD
NECK-GUARD
PAULDRON
REREBRACE
RONDELL
SOLLERET
TACES
TASSET
VAMBRACE
VENTAIL

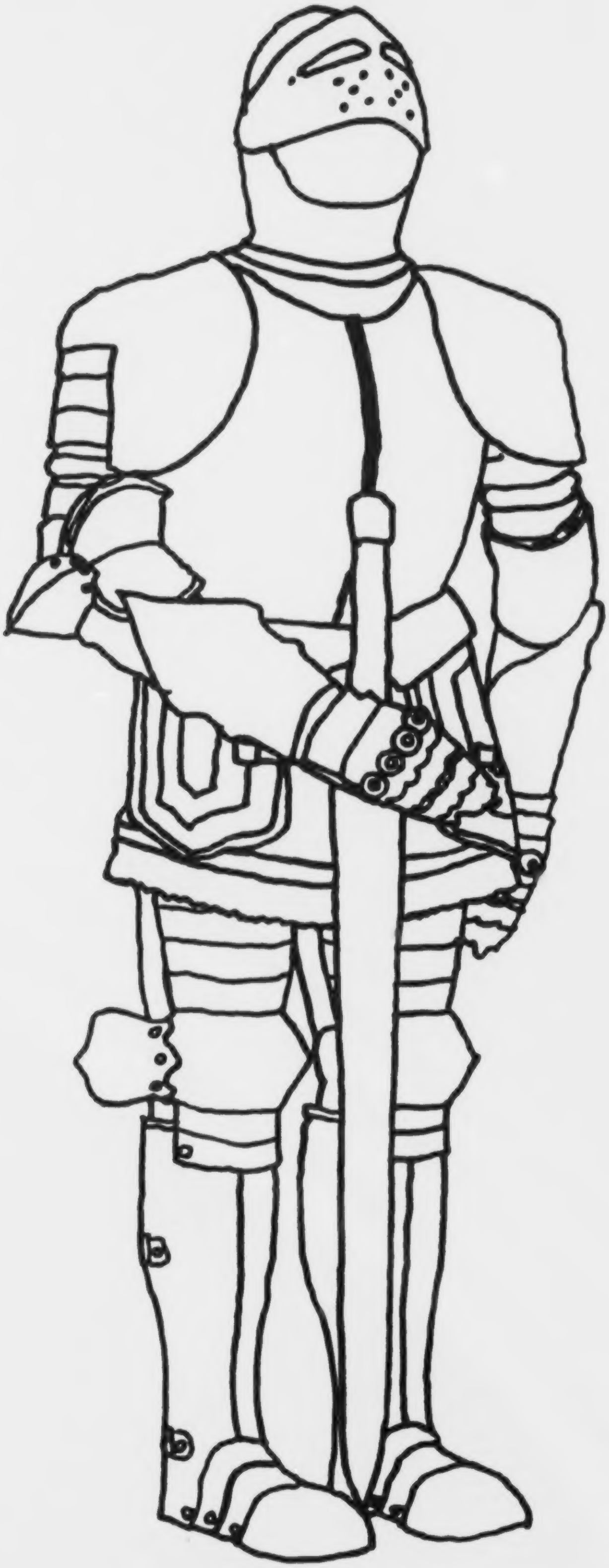
Merlin's New Cap

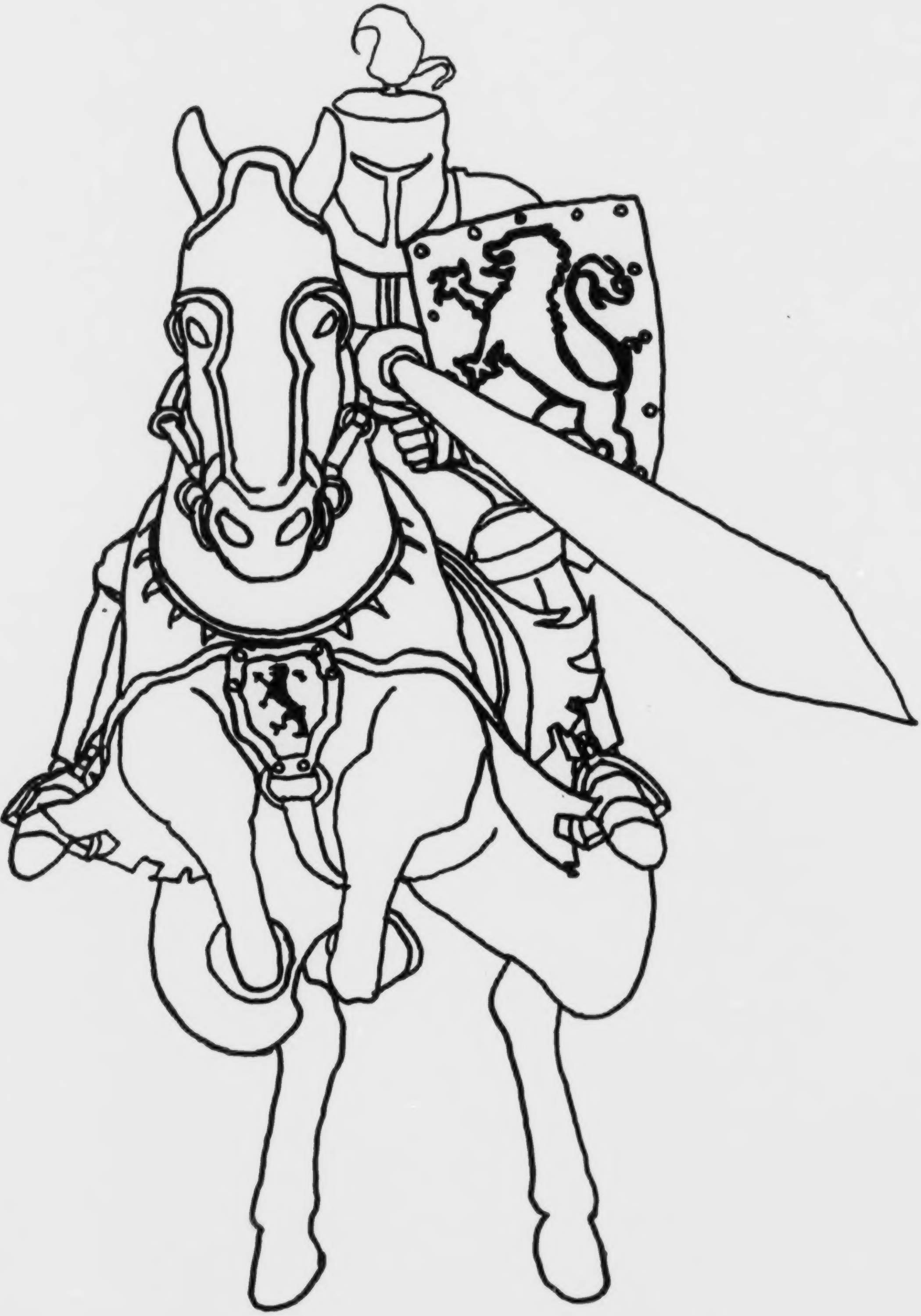
Merlin is Young King Arthur's teacher. Today he has a new thinking cap. Draw a picture inside of his cap to show what you think Merlin is thinking of teaching the young king, or decorate Merlin's new cap.











SELECTED BIBLIOGRAPHY

ARTHURIAN LEGENDS

Aitken: Ruby the Red Knight
Cretien: Sir Henry and the Dragon
Gerrard: Sir Cedric
Mayer: Whinnie the Lovesick Dragon
Cooper: Dark is Rising
Cooper: Silver on the Tree
DeAngeli: Door in the Wall
Williams: Sword of King Arthur
White: Once and Future King
Cutler: Stories of King Arthur
Hastings: Sir Gawain and the Green Knight
Clancy: Pendragon: Arthur and his Britain
Yolen: Merlin and the Dragons
Carrick: Harald and the Giant Knight
DePaola: Knight and the Dragon
Lasker: Tournament of Knights
Peet: Cowardly Clyde
Cooper: Greenwitch
Cooper: Merlin's Mistake
Green: King Arthur and his Knights of the Round Table
Wilde: Sir Bertie and the Wyvern: A Tale of Heraldry
White: Sword in the Stone
Twain: A Connecticut Yankee in King Arthur's Court
Gibson: Sir Dana: A Knight as Told by his Trusty Armor
Yolen: Passager (book one of the Young Merlin Trilogy)
Yolen: Hobby (book two of the Young Merlin Trilogy)

CASTLES AND KNIGHTS

Goodall: Creepy Castle
Ichikawa: Nora's Castle
Gross: Knights of the Round Table
Petty: Build Your Own Castle
Rutland: Knights and Castles
de France: Proud Knight, Fair Lady
McCaughrean: Saint George and the Dragon
Goodall: Story of a Castle
Graves: Ancient Castle
Unstead: See Inside a Castle
Berenstain: Castle Book
Howe: The Knight with the Lion: The Story of Yvain
Burke: Life in the Castle in Medieval England
Miguel: Days of Knights and Castles

MEDIEVAL

Carrick: Harald and the Great Stag
Cressey: Dragon and George
Alexander: Book of Three
Alexander: Castle of Llyr
Alexander: High King
Brown: Fifty First Dragon
Gray: Adam of the Road
Lewis: The Narnia Chronicles
Manning: Book of Sorcerers and Spells
Aliki: Medieval Feast
Anno: Anno's Medieval World
Morgan: Life in a Medieval Village
Dawson: Food and Feasts in the Middle Ages
Coombs: Magician and McTree
Morris: Black Knight's Plot
Alexander: Black Cauldron
Alexander: Taran Wanderer
Brown: Dick Whittington and his Cat
Grahame: Reluctant Dragon
Jacques: Redwall
McGovern: Robin Hood of Sherwood Forest
Reeves: Shadow of the Hawk and Other Stories
Biro: Pied Piper of Hamelin
Gibb: Richard the Lionheart and the Crusades
Fradon: The King's Fool
Yolen: The Bird of Time

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JOKES, RIDDLES, RHYMES, TONGUE TWISTERS, & POETRY
(On Medieval Theme)

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Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. General Goals and Objectives

A. To promote reading and library use among teens by
  1. offering incentives.
  2. providing programs for fun and information.
  3. creating booklists and bibliographies of interest.

B. To increase young adult participation in the library by:
  1. offering volunteer opportunities to work in the library.
  2. asking teens to help in the planning and production of programs and activities for their peers.

II Establishing a Young Adult Programs

A. Establish a Theme
  1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
  2. It is preferable to coordinate the teen theme with the juvenile theme, if possible.

B. Design a Program
  1. Devise a procedure and rules to log reading by:
    a. Pages read
    b. Minutes read
    c. Book reviews (entered onto computer or kept in file for peer reader advisory).
    d. Other; use your imagination!

  2. Decide upon appropriate incentives for teens.
    a. Fast food coupons.
    b. Theme park passes.
    c. Record, video, bookstore gift certificates.
    d. Shopping mall gift certificates.
    e. Bowling, batting, video arcade, skating passes.
    f. Clothing and jewelry.
    g. Hair care salons.
    h. Books and posters.

  3. Decide how purchased or donated incentives will be given out:
    a. Upon registering.
    b. As they turn in reading logs.
    c. Weekly drawings.
    d. Grand prize drawing.

e. Some/all of the above.

4. Activities:
    a. Must be appropriate to the age level.
    b. Possible choices:
        Baby-sitting workshop
        College Financial Aid
        SAT Preparatory Workshop
        Sexuality information for parents and teens
        Junior High preparation/introduction
        Science fiction/fantasy illustration
        Role playing games or events: medieval crafts, costumes, swordplay
        Contests/puzzles that tie into theme.
        Cartooning
        T-shirt design
        Art shows
        Career exploration
        Creative writing
        Grooming and fashion
        Calligraphy
        Sign language
        Talent shows
        Baseball card collecting

III Budget

A. Locate Sponsors to help with funding:
    1. Friends of the Library
    2. Corporations and community businesses
    3. Grants
    4. Library budget
    5. Combination of above

B. Minimize Expenditures
    1. Incentives
        a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
            a1. Local businesses are usually more responsive than large national chains.
            a2. Start early - sometimes it takes a few months to get a response.
            a3. Donations should be acknowledged in publicity wherever possible.
            a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
        b. If library policy permits, you can also purchase incentives.

    2. Printing
        a. Check with printers or newspapers willing to print for little or no fee.

    3. Staff
        a. Hire temporary staff if funds are available.
        b. Use teen volunteers to administer program.

IV. Publicity

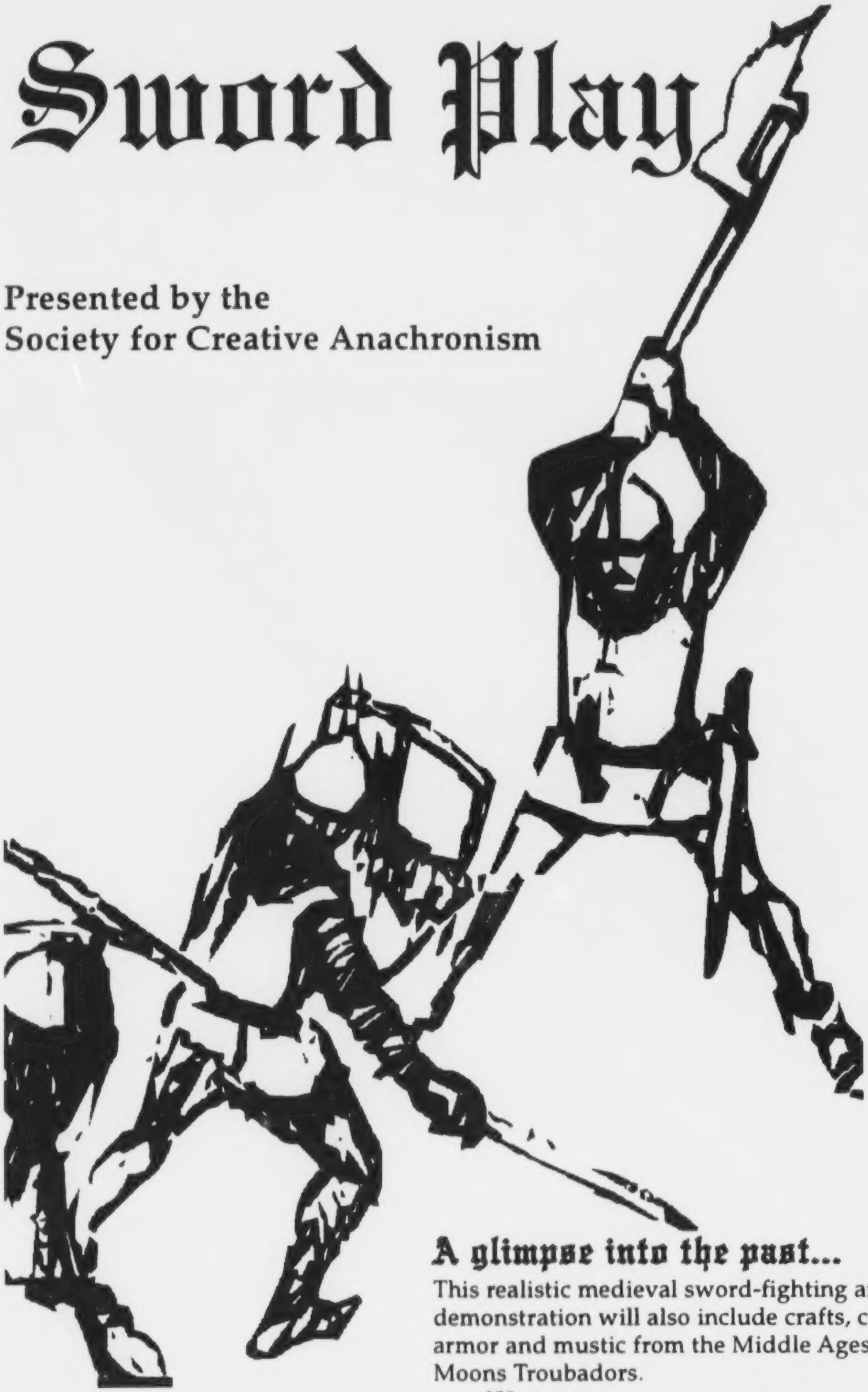
A. The program must be promoted primarily to teens. Some suggestions:
    1. Booktalks in middle, junior, and senior high schools.
    2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
    3. Cable television bulletin boards.

4. Community bulletin boards.
5. PA announcements in schools.
6. Displays, posters, and flyers in the school libraries.
7. Inserts in community mailings.

B. The program must also be promoted to parents.

Sword Play

Presented by the
Society for Creative Anachronism



A glimpse into the past...

This realistic medieval sword-fighting and weapons demonstration will also include crafts, costumes, armor and mustic from the Middle Ages by the Two Moons Troubadors.

Swordplay Demonstration

Summary: Your local Society for Creative Anachronism can provide an exciting and informative demonstrations including examples of the weapons dress and crafts of medieval times. Teens are especially interested in the middle ages, but all ages will enjoy this program.

Special needs: The artisans need plenty of room to spread out their crafts and games and the knights require a lot of space for the tournaments so make sure your demonstration area is big enough. An outdoor space is ideal with ropes or cones to provide an audience barrier.

1. Contact your local chapter of the Society for Creative Anachronism, or check the "Resources" section of this manual for a contact name and number.

2. Publicize events using provided artwork if desired.

3. On the program days block off area for performers and artisans. Pass out medieval bibliography if desired and enjoy the show!

Medieval Activities[1]

Braiding

In medieval times women often wore long, covered braids. This was done to help keep their hair clean and untangled.

Materials:
- Disposable combs (combs should be used only once or disinfected in between uses)
- Ribbons and /or rubber bands
- People who know how to braid

Chess

Chess is an ancient game that may have started in Persia and slowly made its way through Europe. It involves characters from medieval times including kings, queens and knights. It was used as a harmless form of battle.

Arthur D. Rosenberg, Chess for Children and the Young at Heart, Brattleboro: The Book Press, 1977), 3.

Materials:
- Chess boards and checker boards
- Playing pieces
- Written instructions or instructor

Calligraphy

Until 1100 books were rare. Monks spent many hours copying religious documents. A scribe used a quill made from goose feathers (usually with the feathers removed, because they got in the way). They held their quills at right angles, because they found they worked better this way.

Andrew Langley, Medieval Life (Great Britain: Dorling Kindersley Limited. 1996). 40-41.

Materials:
- Paper (scrap paper to practice and nice paper for a finished product)
- Calligraphy pens
- A person to explain and demonstrate

Stained Glass Sun Catchers

In the 15th Century many people could not read. They learned Christianity from sermons and from Bible paintings, statues or stained glass windows in churches. A "rose window" or circular window in a cathedral represented the petal of a flower opening toward the sun. Skilled craftsmen spent many hours blowing, cutting, painting and fitting the glass into intricate designs.

Fiona MacDonald. Medieval Cathedral. (New York: Peter Bedrick Books, 1991). 226.

Materials:
- Construction paper
- Colored cellophane paper
- Scissors
- glue stick
- pencils
- yarn

Instructions:
1. Fold a piece of construction paper in half.
2. Cut edges to desired shape.
3. Cut designs into shape carefully, so as not to cut the edges.
4. Open the paper.

5. Glue cellophane over one side of cut designs.
6. Refold paper and glue closed.
7. Attach yarn to hang.

Heraldry Pogs

Coat of arms and crests were worn on shields, tunics, horses and many other items so that knights could distinguish friend from foe. They also helped to identify knights who were killed in battle.
Sarah Howarth, Medieval People. (Brookfield: Simon & Schuster Young Books, 1991), 28.

Materials:
- White pogs
- Pencils
- Permanent markers
- Samples of heraldry shield and designs

Instructions:
1. Draw a design on a pog that may be unique to you.
2. Color with markers.

Laurel Wreaths

Women in medieval times wore fragrant laurel wreaths for decoration and to help mask body odor.

Materials:
- Pipe cleaners
- Dried flowers and/or tissue paper flowers
- Ribbons
- Craft glue
- Glue gun (with an adult to operate)

Instructions:
1. Make a circular shape with pipe cleaners to fit head.
2. Cover pipe cleaners with ribbons.
3. Glue on flowers.[1]

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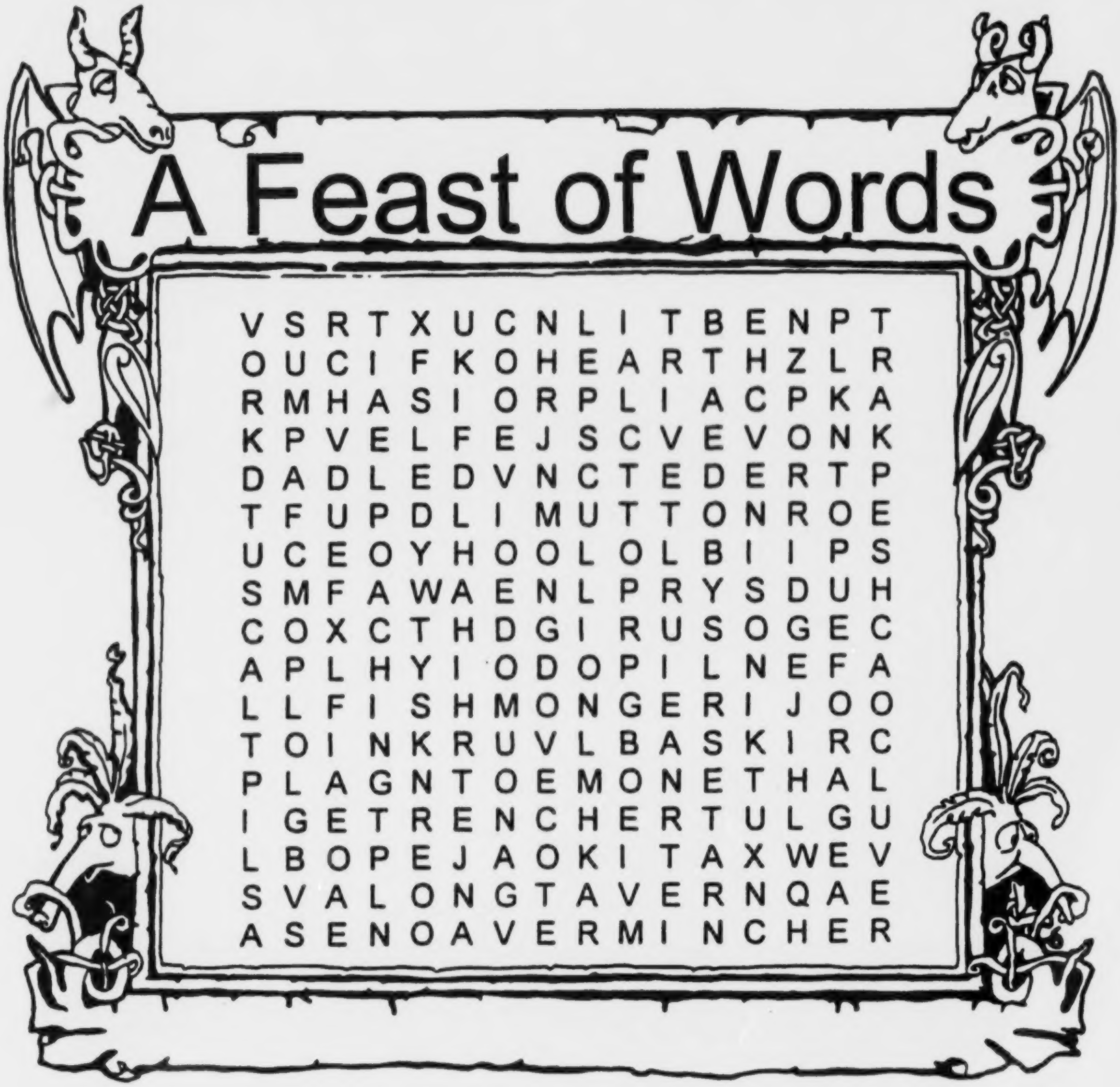
[1] Adapted with permission from the Upper Arlington Public Library System, 1997



A Feast of Words

V	S	R	T	X	U	C	N	L	I	T	B	E	N	P	T
O	U	C	I	F	K	O	H	E	A	R	T	H	Z	L	R
R	M	H	A	S	I	O	R	P	L	I	A	C	P	K	A
K	P	V	E	L	F	E	J	S	C	V	E	V	O	N	K
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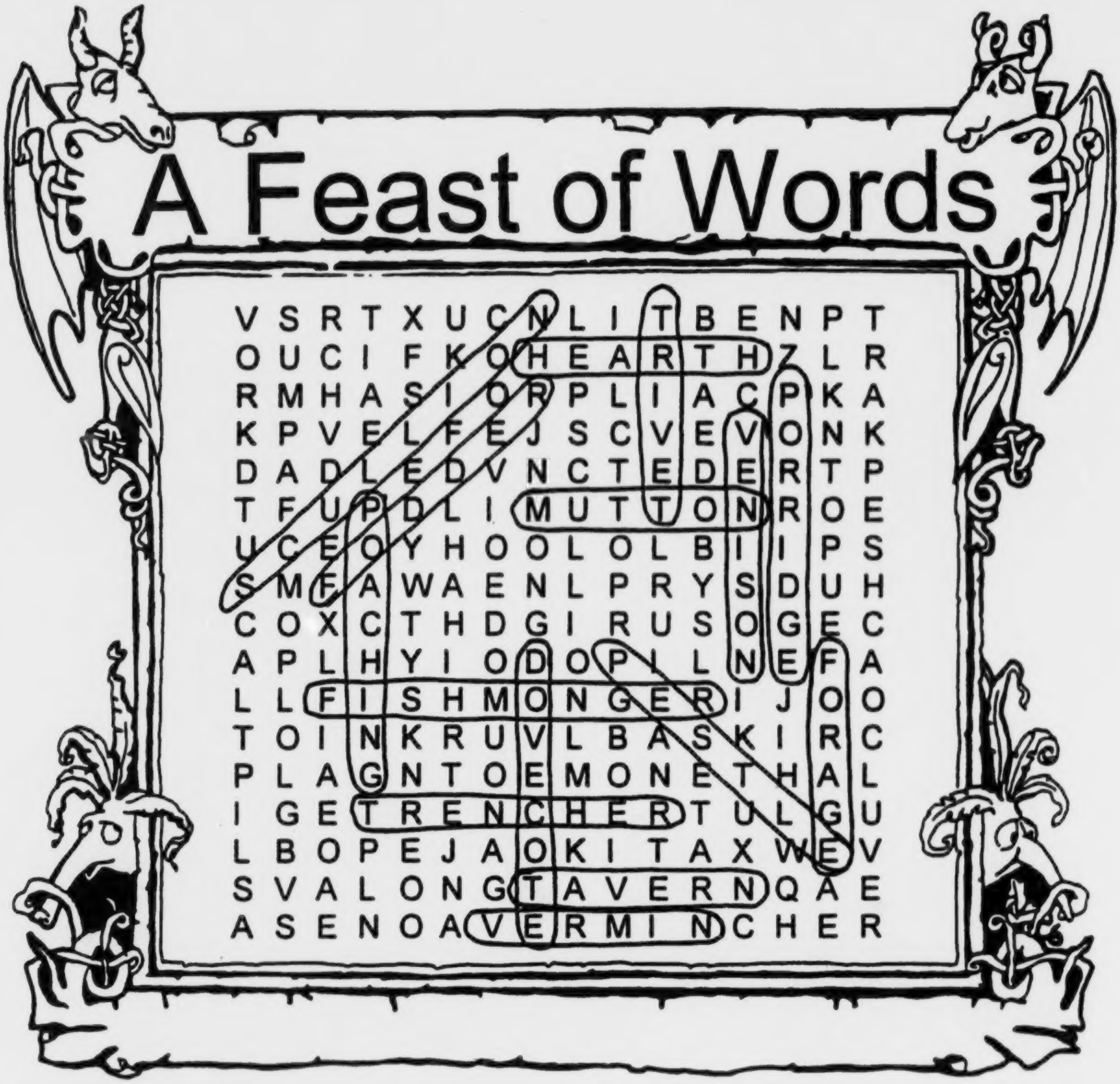
T	F	U	P	D	L	I	M	U	T	T	O	N	R	O	E
U	C	E	O	Y	H	O	O	L	O	L	B	I	I	P	S
S	M	F	A	W	A	E	N	L	P	R	Y	S	D	U	H
C	O	X	C	T	H	D	G	I	R	U	S	O	G	E	C
A	P	L	H	Y	I	O	D	O	P	I	L	N	E	F	A
L	L	F	I	S	H	M	O	N	G	E	R	I	J	O	O
T	O	I	N	K	R	U	V	L	B	A	S	K	I	R	C
P	L	A	G	N	T	O	E	M	O	N	E	T	H	A	L
I	G	E	T	R	E	N	C	H	E	R	T	U	L	G	U
L	B	O	P	E	J	A	O	K	I	T	A	X	W	E	V
S	V	A	L	O	N	G	T	A	V	E	R	N	Q	A	E
A	S	E	N	O	A	V	E	R	M	I	N	C	H	E	R

Use the definitions below to find the words hidden in the word search.

The meat of fully grown sheep.
The floor of a fireplace which extends into a room.
A three-legged stand for a pot, usually made of iron.
Small animals and insects that can harm animals, food, plants and crops.
Food for animals.
Taking or killing animals on someone else's land without permission.
A roost for domesticated pigeons.
A seller of fish.
A place where ale, beer and wine are sold, often times a hot meal can be bought as well.
The flesh of a deer used for food.
To wander freely, looking for food.
A soupy stew.
A junior servant who works in the kitchen.
A stick or rod for grinding up herbs and spices.
A slice of stale bread used as a plate or dish liner.

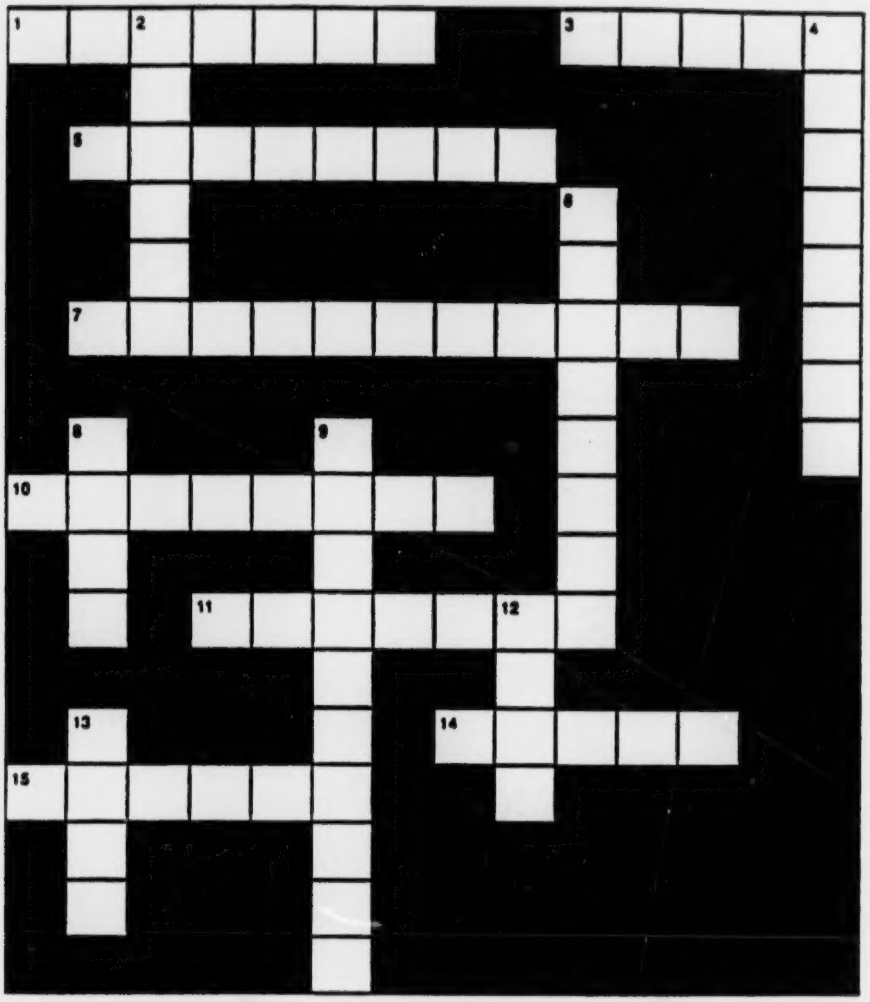


A Feast of Words

V	S	R	T	X	U	C	N	L	I	T	B	E	N	P	T
O	U	C	I	F	K	O	H	E	A	R	T	H	Z	L	R
R	M	H	A	S	I	O	R	P	L	I	A	C	P	K	A
K	P	V	E	L	F	E	J	S	C	V	E	V	O	N	K
D	A	D	L	E	D	V	N	C	T	E	D	E	R	T	P
T	F	U	P	D	L	I	M	U	T	T	O	N	R	O	E
U	C	E	O	Y	H	O	O	L	O	L	B	I	I	P	S
S	M	F	A	W	A	E	N	L	P	R	Y	S	D	U	H
C	O	X	C	T	H	D	G	I	R	U	S	O	G	E	C
A	P	L	H	Y	I	O	D	O	P	L	L	N	E	F	A
L	L	F	I	S	H	M	O	N	G	E	R	I	J	O	O
T	O	I	N	K	R	U	V	L	B	A	S	K	I	R	C
P	L	A	G	N	T	O	E	M	O	N	E	T	H	A	L
I	G	E	T	R	E	N	C	H	E	R	T	U	L	G	U
L	B	O	P	E	J	A	O	K	I	T	A	X	W	E	V
S	V	A	L	O	N	G	T	A	V	E	R	N	Q	A	E
A	S	E	N	O	A	V	E	R	M	I	N	C	H	E	R

Use the definitions below to find the words hidden in the word search.

The meat of fully grown sheep. **MUTTON**
The floor of a fireplace which extends into a room. **HEARTH**
A three-legged stand for a pot, usually made of iron. **TRIVET**
Small animals and insects that can harm animals, food, plants and crops. **VERMIN**
Food for animals. **FODDER**
Taking or killing animals on someone else's land without permission. **POACHING**
A roost for domesticated pigeons. **DOVECOTE**
A seller of fish. **FISHMONGER**
A place where ale, beer and wine are sold, often times a hot meal can be bought as well. **TAVERN**
The flesh of a deer used for food. **VENISON**
To wander freely, looking for food. **FORAGE**
A soupy stew. **PORRIDGE**
A junior servant who works in the kitchen. **SCULLION**
A stick or rod for grinding up herbs and spices. **PESTLE**
A slice of stale bread used as a plate or dish liner. **TRENCHER**

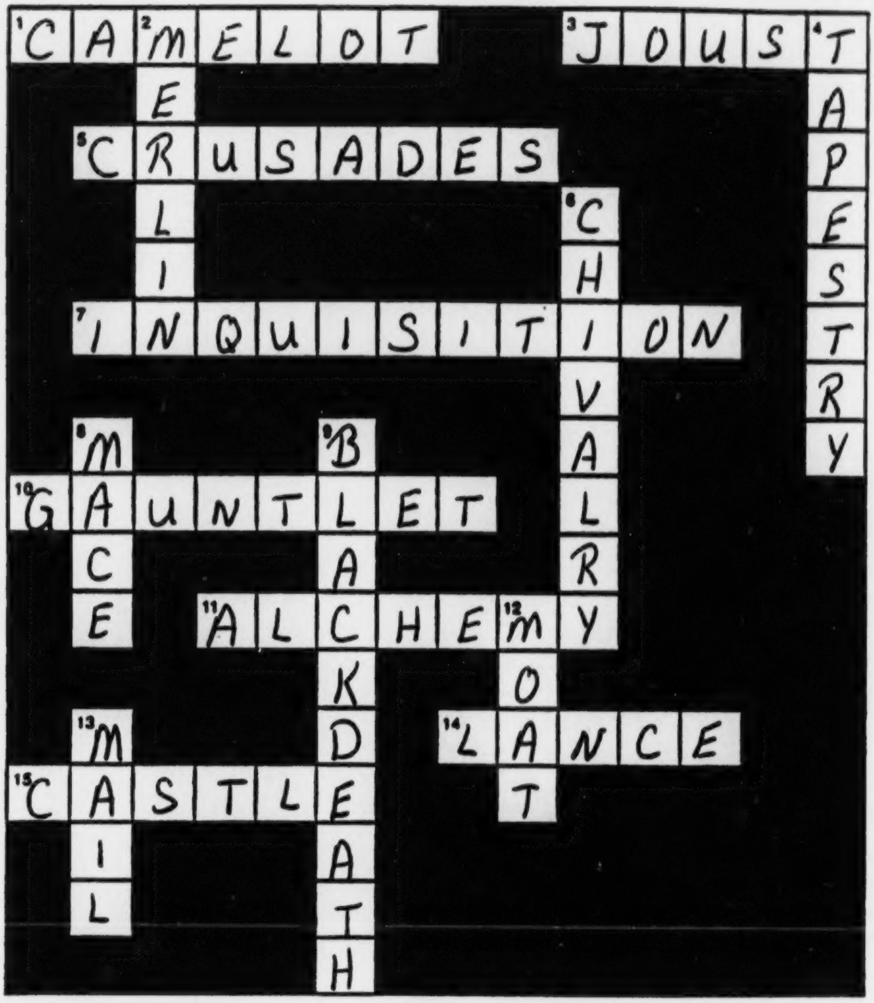


ACROSS

1. Name of King Arthur's kingdom.
3. A contest between knights using lances.
5. Military expeditions and wars to win back the Holy Land.
7. A time of torture and interrogation to stop suspected heresy.
10. A protective glove worn with medieval armor.
11. Chemical practices in medieval times thought to involve magical powers.
14. Weapon with a sharp metal head and long wooden staff.
15. Home for a King and Queen.

DOWN

2. Name of King Arthur's magician advisor.
4. A heavy cloth woven into a design or scene then usually hung on a wall.
6. The ideal behavior and customs of knights.
8. Spiked metal club used to crush armor.
9. The plague that killed thousands throughout Europe in the 1300s.
12. A protective, deep ditch filled with water that surrounds a castle.
13. Flexible armor made of metal rings or loops of chain.


1 CAMELOT
2 MERLIN
3 JOUST
4 TAPESTRY
5 CRUSADES
6 CHIVALRY
7 INQUISITION
8 MACE
9 BLACKDEATH
10 GAUNTLET
11 ALCHEMY
12 MOAT
13 MAIL
14 LANCE
15 CASTLE

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K C L A M N G D E B P U Z C H D A N E S K
R T V Y S E I R T S E P A T B I M O K L I
I B L O C V D Y O N B C I X L Z S T F E J
L J S V R Q U I L K K I N G A R T H U R I
M O E L T S A C E H A U Q X C O T M I T B
J I D R W O V H M V R E U W K O L K S S N
R N A K L O P A T Y A Z I B D U M I Y N K
A O S M J L S I Q U I L S W E C R U S I D
A N U N A B L N C A S T I Z A L C H E M Y
K I R N I N G M G A I T T R T D B B Y R O
N N C A D U N A K I L D I O H P L E Z S J
S E I Y H T Y I C X R M O K L O I N K O P
G R A G D E A L N H E V N U M I Z K U R T
R A M J H L A B O R I T P O K E M S T I Z
N A W E R T O I L E W V R T D S T K U M Y
D S A N T N U I C E W Q A W O B S S O R C
T S W V K U N H C X E R O L T R N I B H L
V A W O R A V I T Q U T O U R N A M E N T
A N P O R G H I G T Z O E F R Y C A M E L
S W O R R D P O M O A F R A S T R E A C R

Find the following words in the puzzle above. They are hidden diagonally, vertically, horizontally, backwards and forwards.

ALCHEMY
BLACK DEATH
CASTLE
CHAIN MAIL
CHIVALRY
CROSSBOW
CRUSADES
GAUNTLET
INQUISITION
JOUST
KING ARTHUR
KNIGHT
LANCE
MEDIEVAL
MERLIN
MINSTRELS
ROUND TABLE
SWORD
TAPESTRIES
TOURNAMENT

K C L A M N G D E B P U Z C H D A N E S K
R T V Y S E I R T S E P A T B I M O K L I
I B L O C V D Y O N B C I X L Z S T F E J
L J S V R Q U I L K K I N G A R T H U R I
M O E L T S A C E H A U Q X C O T M I T B
J I D R W O V H M V R E U W K O L K S S N
R N A K L O P A T Y A Z I B D U M I Y N K
A O S M J L S I Q U I L S W E C R U S I D
A N U N A B L N C A S T I Z A L C H E M Y
K I R N I N G M G A I T T R T D B B Y R O
N N C A D U N A K I L D I O H P L E Z S J
S E I Y H T Y I C X R M O K L O I N K O P
G R A G D E A L N H E V N U M I Z K U R T
R A M J H L A B O R I T P O K E M S T I Z
N A W E R T O I L E W V R T D S T K U M Y
D S A N T N U I C E W Q A W O B S S O R C
T S W V K U N H C X E R O L T R N I B H L
V A W O R A V I T Q U T O U R N A M E N T
A N P O R G H I G T Z O E F R Y C A M E L
S W O R R D P O M O A F R A S T R E A C R

Find the following words in the puzzle above. They are hidden diagonally, vertically, horizontally, backwards and forwards.

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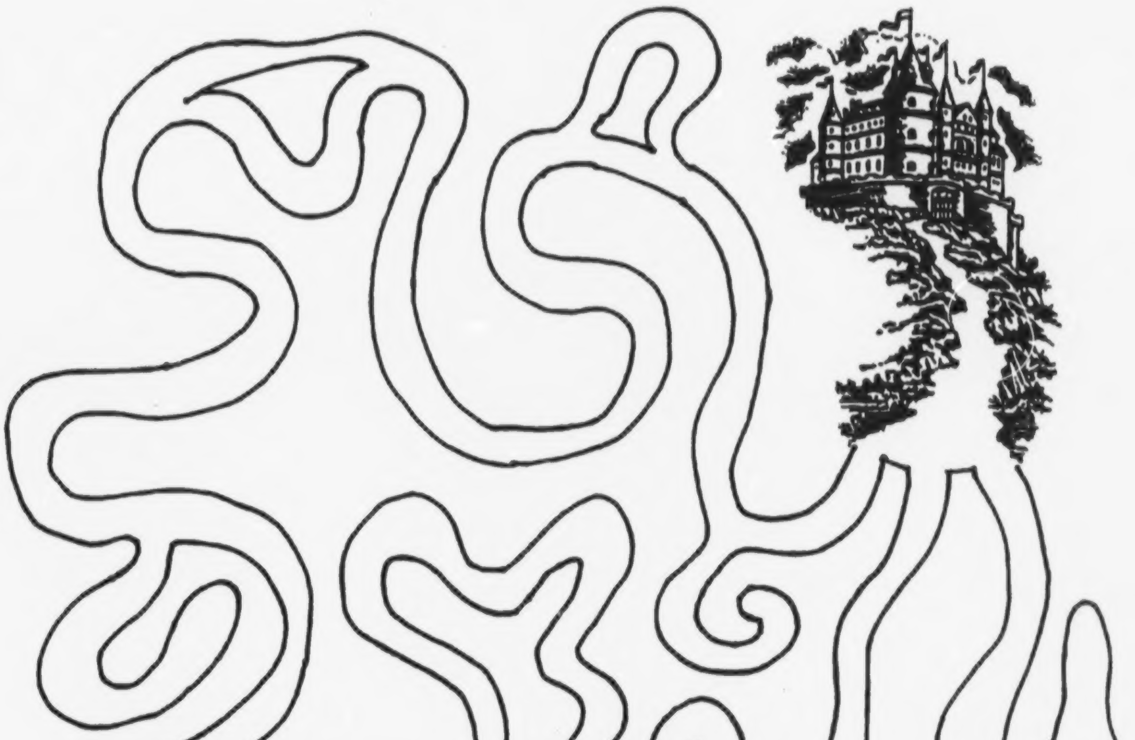
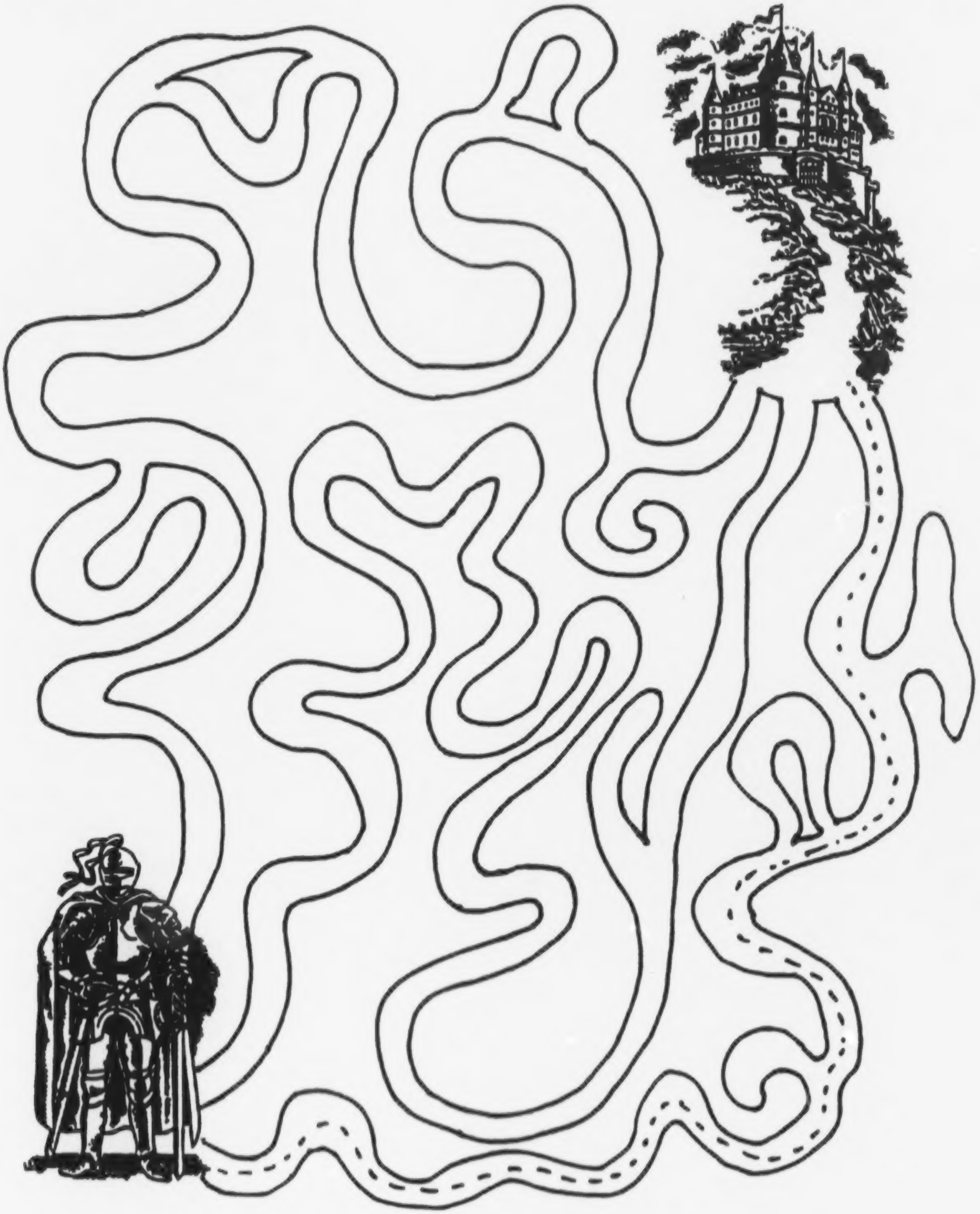
KNIGHT
LANCE
MEDIEVAL

MERLIN
MINSTRELS
ROUND TABLE
SWORD
TAPESTRIES
TOURNAMENT

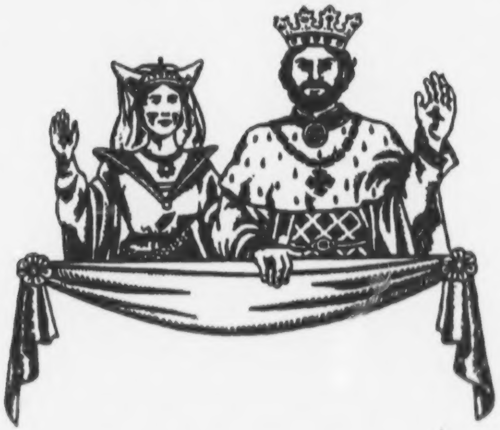
Help the Knight find the shortest route to the castle.

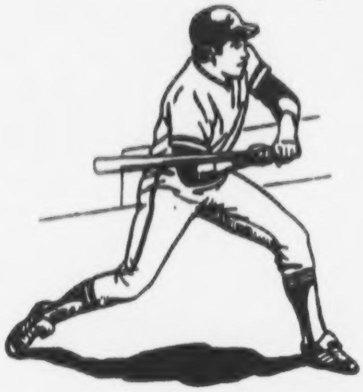


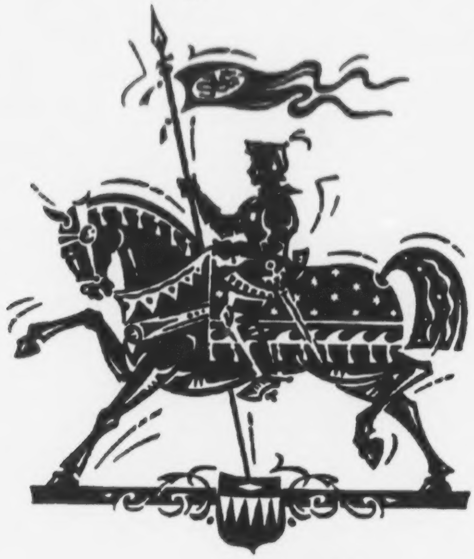
Help the Knight find the shortest route to the castle.

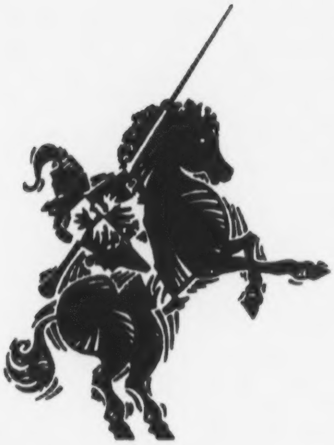


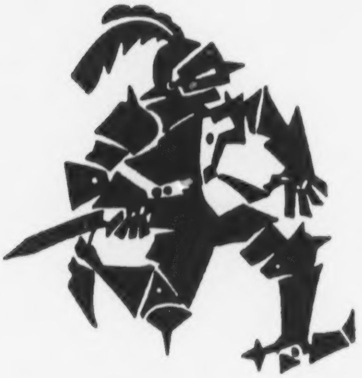
Circle the players that the King and Queen would not have seen at a Medieval tournament

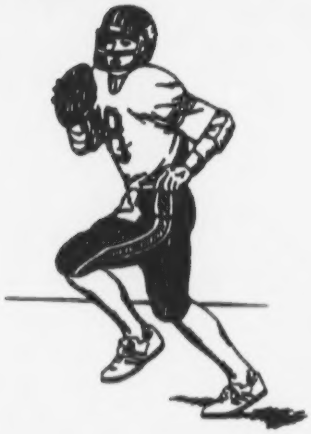




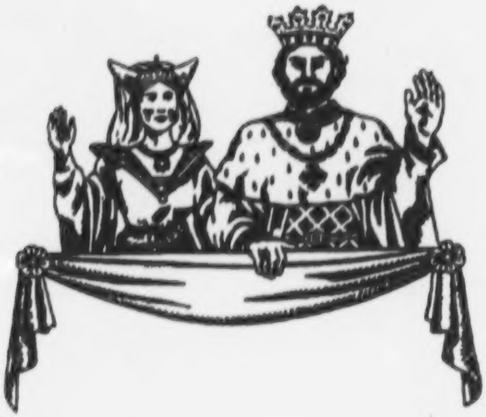


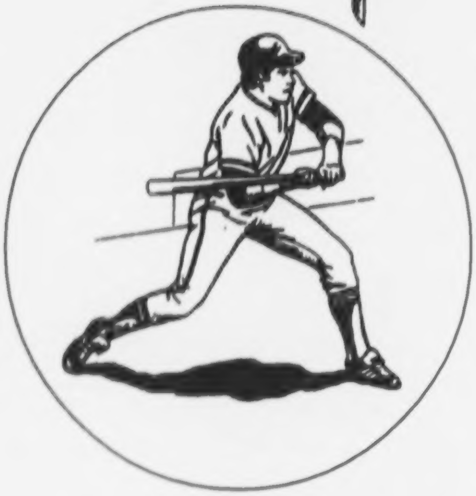


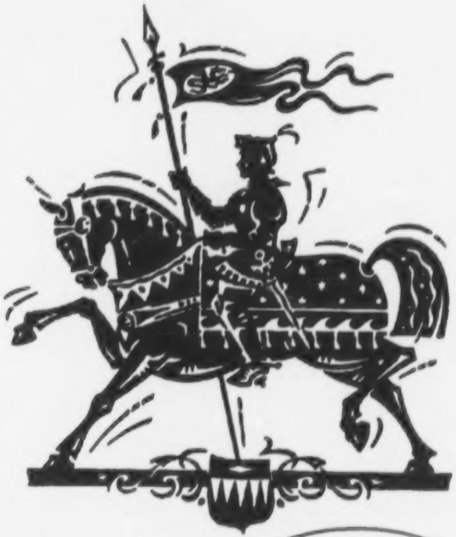


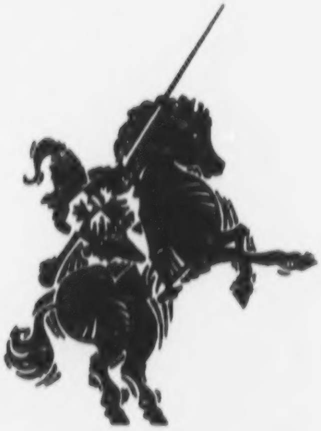


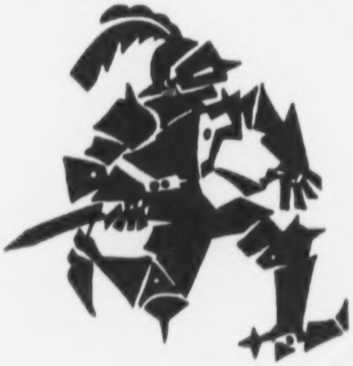
Circle the players that the King and Queen would not have seen at a Medieval tournament

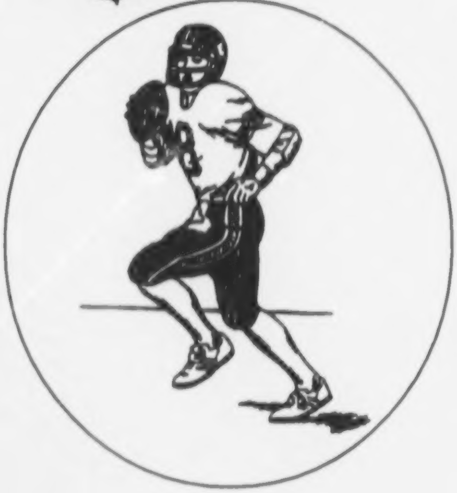


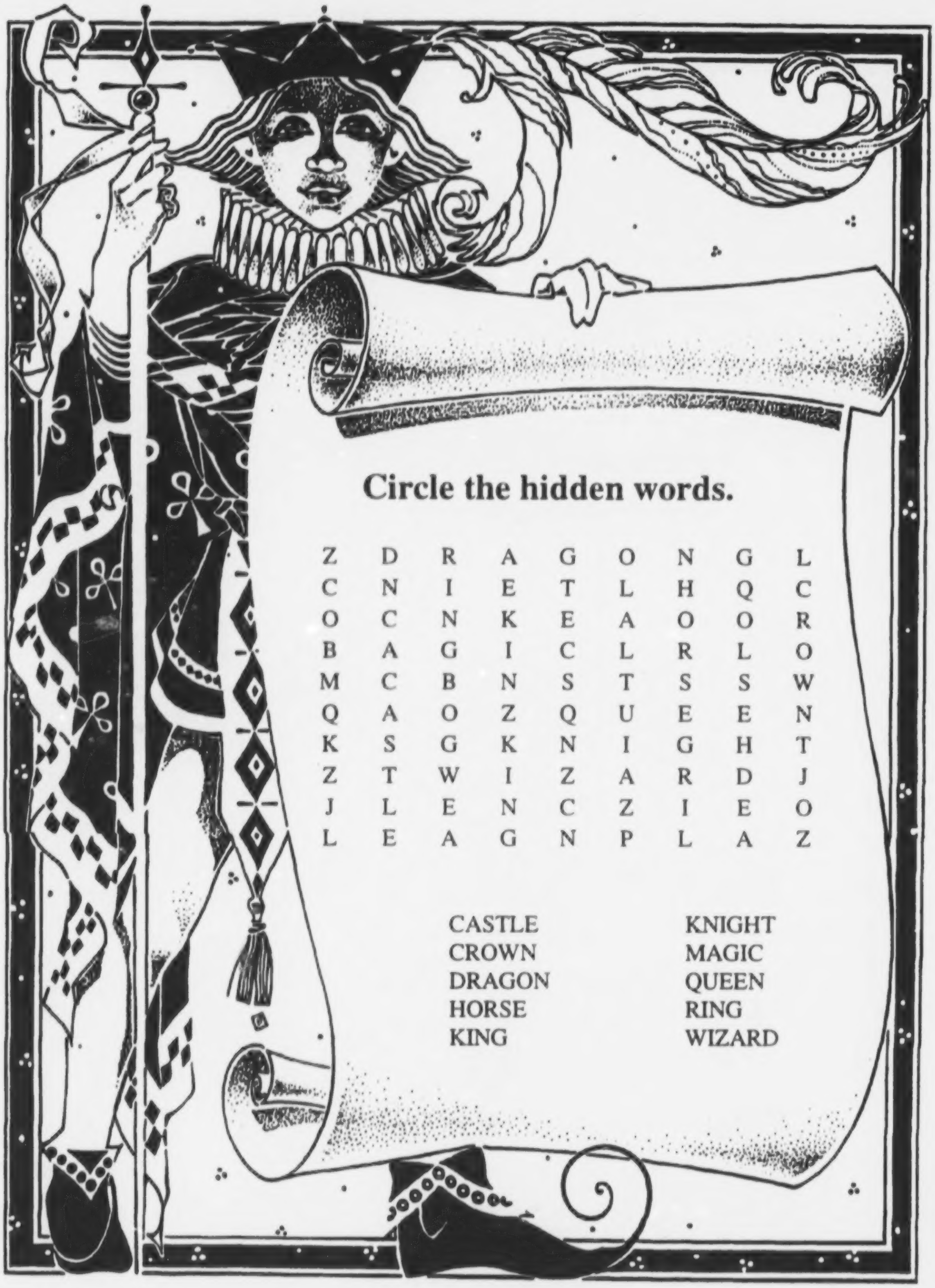








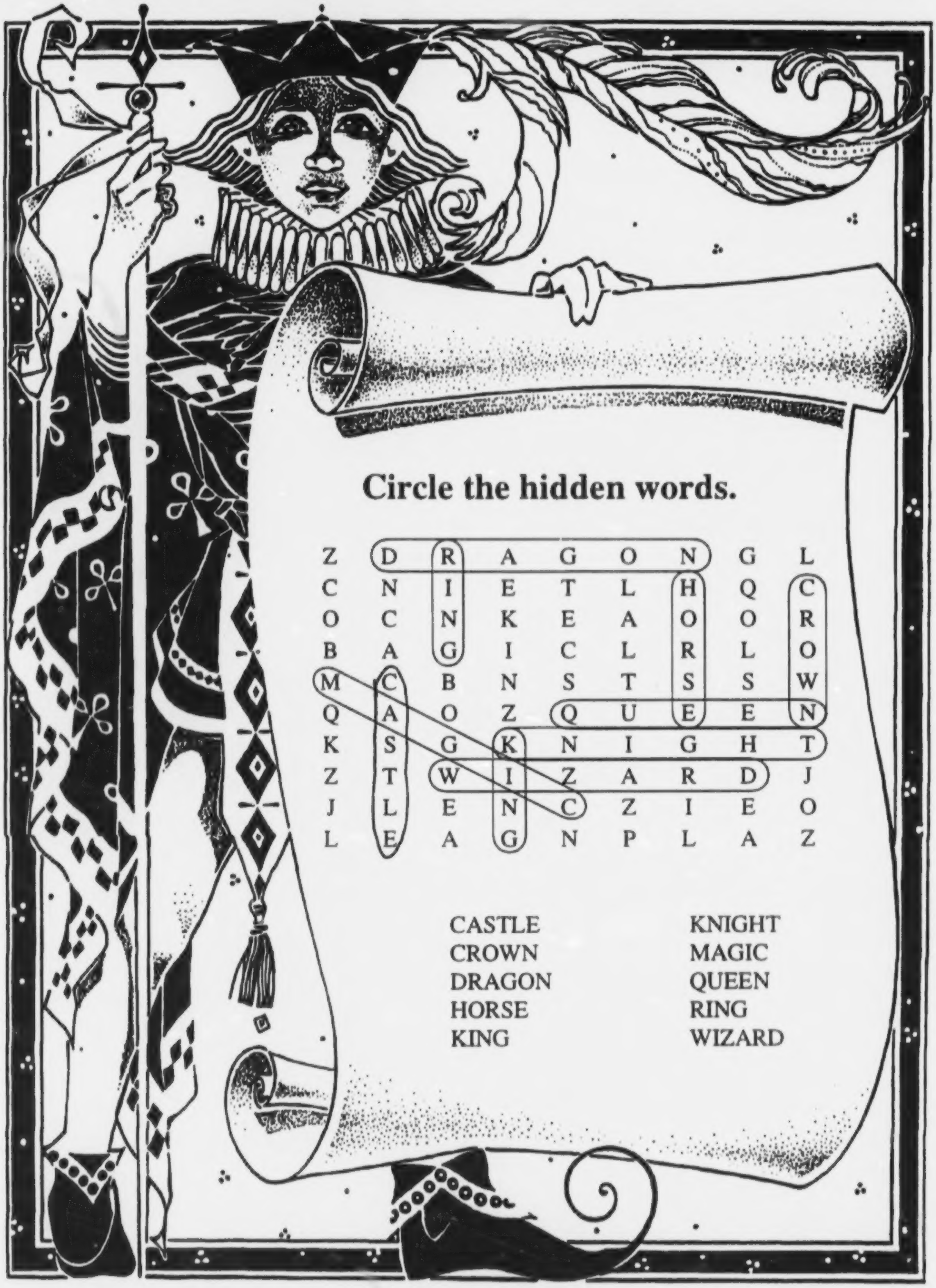




Circle the hidden words.

Z	D	R	A	G	O	N	G	L
C	N	I	E	T	L	H	Q	C
O	C	N	K	E	A	O	O	R
B	A	G	I	C	L	R	L	O
M	C	B	N	S	T	S	S	W
Q	A	O	Z	Q	U	E	E	N
K	S	G	K	N	I	G	H	T
Z	T	W	I	Z	A	R	D	J
J	L	E	N	C	Z	I	E	O
L	E	A	G	N	P	L	A	Z

CASTLE
CROWN
DRAGON
HORSE
KING
KNIGHT
MAGIC
QUEEN
RING
WIZARD



Circle the hidden words.

Z D R A G O N G L
C N I E T L H Q C
O C N K E A O O R
B A G I C L R L O
M C B N S T S S W
Q A O Z Q U E E N
K S G K N I G H T
Z T W I Z A R D J
J L E N C Z I E O
L E A G N P L A Z

CASTLE
CROWN
DRAGON
HORSE
KING

KNIGHT
MAGIC
QUEEN
RING
WIZARD

MEDIEVAL MENU

Peasant Style[2]

Buttermilk

A beverage served for breakfast, lunch and possibly dinner.

Pease Porridge[3]

A thick paste of mashed peas with lots of salt and pepper, served as a main dish with bread and ale or
buttermilk.

Noble Style

Grape Juice or Wine

Warmed grape juice with clove and cinnamon would be served with lunch and dinner.

Circletes: Almond Cardamom Cake

Circletes: almond cardamon cake or apple fritters were served as part of the first course of dinner possible
with boiled cod, spit-roast beef or other meats.

Canal Cucumber

Vegetables were served as part of the third course of the nobles' dinner.

Cosman, Madeline Pelner. Medieval Holidays and Festivals: a Calendar of Celebrations. New York: Charles Scribner's Son, 1981.

Dawson, Imogen. Food & Feasts in the Middle Ages. New York: New Discovery Books, 1994.

RECIPES

Canel Cucumber

2 large cucumbers 2 TSP sugar 1 TSP cinnamon

Cut the washed cucumbers into 1/4" circles. Thoroughly mix cinnamon and sugar and place the mixture in a salt shaker. Shake cinnamon onto each cucumber round.

Madeleine Pelner Cosman, Medieval Holidays and Festivals: a Calendar of Celebrations. (New York: Charles Scribner's Sons, 1981), 128.

Circletes—Almond Cardamom Cakes

1 C butter
2/3 C brown sugar
2 1/2 C flour
1/2 TSP grated lemon peel
1/2 C finely slivered almonds
1 C currants or raisins
2 TBLS butter for greasing cookie sheets
3/4 TSP crushed cardamom

Preheat oven to 350. Cream butter. Blend in sugar, beating with a wooden spoon until frothy. Whip in the beaten egg. Stir the lemon peel, cardamom, almonds and currants into the flour. Beat the dry mixture into the sweetened butter. Chill the dough for one hour. With well-floured fingers shape dough into 1" balls and place on cookie sheet 1" apart. Bake 7-10 minutes. Cool on racks.

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[2] Cosman, Madeline Pelner. *Medieval Holidays and Festivals: a Calendar of Celebrations.* New York: Charles Scribner's Son, 1981), p.121.

[3] Dawson, Imogen. *Food & Feasts in the Middle Ages.* New York: New Discovery Books, 1994. Used with permission of Silver, Burdett Press, Simon & Schuster Education.

Madeleine Pelner Cosman, Medieval Holidays and Festivals: a Calendar of Celebrations. (New York: Charles Scribner's Sons, 1981), 121.

"Pease Porridge"

1 1/4 C dried green peas	2 C milk
1/2 TSP salt	1/2 TSP black pepper

Put the dried peas into a mixing bowl and cover them with cold water. Let them soak overnight. Drain and rinse the peas. Put the peas in a saucepan with the milk and cook them slowly over a low heat. Do not let the milk boil. Stir the peas occasionally so that they don't stick to the pan. When the peas are soft, (about 1 -1/2 hours) take the saucepan off the heat and mash the peas into a smooth paste. Stir in the black pepper and salt.

Imogen Dawson, Food and Feasts in the Middle Ages. (New York: New Discovery Books, 1994), 28-29.

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Cushman, Karen. *Catherine Called Birdy.* New York: Clarion Books, 1994.

Cushman, Karen. *Midwife's Apprentice*. New York: Clarion Books, 1995.

DeAngeli, Marguerite. *The Door in the Wall.* New York: Doubleday, 1989.

Kelly, Eric Philbrook. *The Trumpeter of Krakow. New York: MacMillan. 1966.*

Morpurgo, Michael. *Arthur. High King of Britain* San Diego: Harcourt Brace, 1995.

Temple, Frances. *The Ramsay Scallop*. New York: Orchard Books, 1994.

Yolen, Jane. *Passager*. San Diego: Harcourt Brace, 1996.

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The World of Knights and Castles: Books about the Middle Ages for Teens

Fiction

Amoss, Berthe. *Lost Magic.*
Orphaned Ceridwen learns the art of herbal healing, gains the protection of the local lord, and is accused of witchcraft.

Ball, Margaret. *A Bridge to the Sky.*
Educated by cruel monks, Stephan of Dunwich was branded as a witch by the common folk but his education allowed him to become a brilliant architect who created magnificent palaces and cathedrals and garnered the love of two beautiful women.

Bliss, James. *Doctor Mirabilis.*
The most strange, most brilliant person of the 13th century, Roger Bacon rises to the pinnacles of power and falls to the depths of the dungeons in this fictionalized life story.

Bosse, Malcolm. *Captives of Time.*
Orphaned by the brutal murder of their parents by wandering soldiers, Anne and her gentle but mute brother suffer great hardships as they travel across dangerous, pestilence-ridden Europe to their uncle—an armorer and clockmaker—and after his death, to a distant city to deliver the commissioned plans of his precious clock.

Bujold, Lois McMaster. *The Spirit Ring.*
In medieval Italy, Fiametta finds her own fledgling magic tested in a battle against the evil Lord Ferrante.

Cushman, Karen. *Catherine, Called Birdy.*
1 3-year-old Birdy longs for adventure as she tries to avoid a marriage arranged by her father, an English country knight.

Cushman, Karen. *The Midwife's Apprentice.*
In medieval England, a nameless, homeless girl, taken in by a sharp-tempered midwife, learns that even she has talents and an important place in the world.

Dickinson, Peter. *The Dancing Bear.*
Their estate was burned by the Huns and the only survivors are Silvester, Holy John, and Bubba the trained bear. Lady Ariadne, the youngest daughter of the house, was carried off and these three begin a quest to rescue her.

Doyle, Debra. *Knight's Wyrd.*
Will Odosson embarks on a series of dangerous adventures when a wizard predicts that he will die within the year.

Goodman, Joan E. *The Winter Hare.*
In 1140 England, One 2-year-old Will Belet longs to be a knight and soon finds himself involved in dangerous and exciting adventures.

Goodwin, Marie. *Where the Towers Pierce the Sky.*
An apprentice astrologer traveling in time takes Lizzie Patterson back with him to his own era, war-torn France in 1429, where she finds herself working as a double agent to protect Joan of Arc from her enemies.

Haugaard, Erik. *The Samurai's Tale.*
In turbulent 16th century Japan, orphaned Taro is taken in by a general serving the great warlord Takeda Shingen and grows up to become a samurai fighting for the enemies of his dead family.

Hendry, Frances. *Quest for a Maid.*
Heir to the throne of Scotland, the Maid of Norway is a fragile child whose right to succession is in danger. Meg and her loyal friends work together to insure the Maid's right.

Llwelyn, Morgan. *Red Branch.*
The stories that tell the life of Cuchulain, the dreaded Hound of Ulster, make up this novel of ancient Erin.

Lofts, Norah. *The Maude Reed Tale.*
A girl living in England in the Middle Ages wants to become a wool merchant, but is sent instead to a castle in Sussex to learn to be a lady.

McCaughrean, Geraldine. *A Little Lower Than the Angels.*
Apprenticed to a wicked stonemason, Gabriel runs away and joins a troupe of players whose pageant depicts Heaven and Hell in a rollicking tale of rural medieval England.

Morressy, John. *The Juggler.*
After meeting a mysterious old man, Beran makes a pact to become the greatest juggler in the world by selling his soul to the devil.

Neale, Gay. *Banners Over Terre D'Or.*
A twelve-year-old boy whose father's castle has fallen to an enemy returns in disguise as a kitchen boy in hopes of saving both castle and inhabitants.

O'Dell, Scott. *The Hawk That Dare Not Hunt By Day.*
Amid political turmoil and threats of plague, young Tom Barton accepts the risks of helping William Tyndale publish and smuggle into England the Bible he translated into English.

O'Dell, Scott. *The Road to Damietta.*
Deeply attached to the charming and carefree Francis Bernardone, Cecilia, a young noblewoman of Assisi, watches as he turns from his life of wealth and privilege, takes vows of poverty, and devotes himself to serving God by helping all those around him.

Paton Walsh, Jill. *A Parcel of Patterns.*
Mall Percival tells how the plague came to her Derbyshire village of Eaym in the year 1665, how the villagers determined to isolate themselves to prevent further spread of the disease and how three-fourths of them died before the end of the following year.

Phillips, Ann. *The Peace Child.*
Set in the 14th century at the time of the Black Death, this tells the story of a girl switched at birth to be brought up by a rival clan to guard against blood feuds.

Rabinowitz, Ann. *Knight on Horseback.*
Thirteen-year-old asthmatic Edward reluctantly accompanies his family on a trip to England, where he becomes acquainted with the ghost of a historical figure, whose unclear intentions cause Edward some anxiety before that relationship resolves both itself and problems between Edward and his father as well.

Rosen, Sidney. *The Baghdad Mission.*
In 800, One 5-year-old Alan travels from his Frankish kingdom to Baghdad, seeking to escape his murderous evil cousin and secure his birthright.

Sherman, Josepha. *Windleaf.*
1 8-year-old Thierry faces a series of difficult challenges to free the half-human, half-fairy girl he loves from the grip of her cold-hearted father.

Stephens, Peter. *Battle for Destiny.*
Exiled from England when Richard III was king, Ithel had to go back and reclaim his lands. On the way he met the man who would become King Henry VII and his allegiance took him through great dangers and into new Tudor England.

Stephens, Peter. *Outlaw King.*
Robert the Bruce's claim to the throne of Scotland was not recognized by England nor all Scots but his long struggle to obtain it was daring and brilliantly conducted.

Stevenson, Robert. *The Black Arrow: A Tale Of The Two Roses.*
Set against the War of the Roses, this is an adventure story featuring Dick Shelton, a seventeen-year-old hero.

Stewart, Mary. *The Crystal Cave.*
Fifth-century Britain comes to life in this marvelous retelling of the story of Merlin, the famed wizard of Camelot.

Sutcliff, Rosemary. *Blood Feud.*
Sold into slavery to the Northmen in the tenth century, a young Englishman becomes involved in a blood feud which leads him to Constantinople and a totally different way of life.

Sutcliff, Rosemary. *Knight's Fee.*
From dog-boy to knight' s squire to knight, Randal rose up through the ranks and paid his dues through hard work and sweat. This is the story of that journey in Norman England.

Sutclizf, Rosemary. *The Witch's Brat.*
A crippled priest with a healer's touch helps a young boy whose crooked leg keeps him from his job as a stonemason in this stirring novel of 12th century England.

Temple, Frances. *The Ramsay Scallop.*
14-year-old Elenor finds her betrothal to an ambitious lord's son sending her on a memorable pilgrimage to far-off Spain.

Turner, Ann. *The Way Home.*
In 1349, a young girl returns from months of surviving in the marsh, having been "outlawed" for offending the village lord, only to find that her village has been wiped out by "The Sickness."

Voight, Cynthia. *Jackaroo.*
When hard times among the people revive the old stories of the hero Jackaroo, an innkeeper's daughter follows her own quest to unlock the secret reality behind the legend.

White, T. H. *The Once and Future King.*
Contains the Arthurian romances "*Sword in the Stone,*" "*Queen of Air and Darkness,*" "*Ill Made Knight,*" and "*Candle in the Wind.*"

White, T. H. *The Book of Merlyn.*
The last chapter of *The Once and Future King* that recounts the final days of King Arthur, his faithful magician, Merlin, and his animal teachers.

Willard, Barbara. *The Mantlemass Chronicles.*
The family saga of the Medleys of Mantlemass Manor tells of the adventure, mystery and political intrigue of England in the Middle Ages.

Willis, Connie. *Doomsday Book.*
Sent back to the 14th century to do an on-site study of one of the deadliest eras in humanity, a crisis strands Kivrin and she finds herself an unlikely Angel of Hope during one of history's darkest hours.

Non-Fiction

Cairns, Conrad. *Medieval Castles.*
Pictures and information on castles occupied during the Middle Ages.

Cairns, Trevor. *Medieval Knights.*
Explores the world of the ideal knight, tells how he served God, and how he related to his fellow human beings.

Clare, John D., Editor. *Knights in Armor.*
An overview of the lifestyle and changing role of the knight during the Middle Ages.

Corbishley, Mike. *The Medieval World.*
A look at the known world between 450 and 1500, covering Buddhism, Islam, Vikings, the Crusades, plague, medieval towns, and more.

Corbishley, Mike. *The Middle Ages.*
Maps, charts, illustrations and text explore the history and culture of the Middle Ages.

Edge, David. *Arms & Armor of the Medieval Knight: An illustrated history of weaponry in the Middle Ages.*
Discover the world of medieval battle in word and picture.

Gravett, Christopher. *Knight.*
Tells about arms, armor, training, ceremonies, tournaments, the code of chivalry, and the Crusades.

Howarth, Sarah. *The Middle Ages.*
A look at life for all classes of people during medieval times.

Langley, Andrew. *Medieval Life.*
An illustrated look at many aspects of life in medieval Europe, such as religion, royalty, and more.

Lee, Alan. *Castles.*
Beautifully illustrated folklore about European castles.

Macdonald, Fiona. *The Middle Ages.*
Explores the history of the world from the Mongol invasions through the voyages of Christopher Columbus.

Malory, Thomas, Sir. *Acts of King Arthur and His Noble Knights: From the Winchester MMS. of Thomas Malory and other sources.*
Recreation of Camelot's epic fantasy world by a famous and brilliant novelist, John Steinbeck.

O'Neill, Richard. *The Middle Ages.*
Reviews the turbulent centuries from the Dark Ages to the discovery of the New World.

Perham, Molly. *King Arthur & the Legends of Camelot.*
Gorgeous illustrations accompany these retellings.

Rosen, Winifred. *Three Romances: Love stories from Camelot retold.*
Brilliant retellings of timeless tales reflecting life at the times of King Arthur.

Steele, Philip. *Castles.*
A look at how castles were built and used during the Middle Ages.

Sutcliff, Rosemary. *The Light Beyond the Forest: The quest for the Holy Grail.*
The adventures of King Arthur's knights as they search for the Holy Grail.

Sutcliff, Rosemary. *The Road to Camlann.*
King Arthur' s evil son, Mordred, brings about the downfall of Camelot and the Round Table.

Sutcliff, Rosemary. *The Sword and the Circle: King Arthur and the knights of the Round Table.*
The adventures of King Arthur and the knights of the Round Table retold.

Williams, Jay. *Life in the Middle Ages.*
A broad look at what it was like for people who lived in the Middle Ages from peasant, to monk, to lord.

Windrow, Martin. *The Medieval Knight.*
An informational book about a knight's training and his duties.

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

SPECIAL NEEDS INFORMATION

Visually impaired or physically handicapped children in your community may want to participate in your Summer Reading Program along with their peers. The Braille and Talking Book Library can help you include them in your program.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself when you greet someone with a visual impairment. Let the child know what you are doing and where you are going. Ask if the child needs assistance getting around the library and let the child take your arm, which allows you to be the guide. If the child becomes loud or disruptive, do not be afraid to discipline him as you would a sighted child. Do not single the child out or allow inappropriate behavior because you feel sorry for him. Just make sure that the child knows what is acceptable and unacceptable.

With a little help, visually impaired, blind, or otherwise handicapped children can participate in much of regular library programming. For story hours, select the story carefully so that understanding of the text does not depend upon illustrations. If the child can't see gestures, or facial expressions, try to include objects and tactile experiences. In some cases, if the library has volunteer helpers for story hour, the helper can sit with the child and help with gestures, etc. Parents may also wish to participate with their child. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Visually impaired children also enjoy films or video if the films are introduced and given explanation when needed. Many children's books are printed in larger than normal print, and children who read large print may be able to enjoy summer reading if they are directed toward these books. Discuss the child's needs with the child and the parents and do not avoid words such as see, look, and read. Encourage ALL the children in your story programs to see with their "inside eyes" or use their imagination, as you tell stories.

The Talking Book Library will provide the child and the librarian with catalogs of recorded juvenile books available through our program. There are also many books recorded locally. Many are on Arizona or Southwest subjects, and many are of juvenile or Young Adult interest. Our Reader Advisors may suggest some of these, and are available for consultation by phone.

Our newsletter will encourage our readers to participate in their local library's summer reading program by using talking and Braille books. We intend to support your efforts to include these children in your programs and are available by phone every weekday from 8 a.m. to 5 p.m. at 1-800-255-5578 or, in the Phoenix area at 255-5578.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. They are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a Readers Advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director, Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

SOME ADDITIONAL IDEAS FOR INCLUDING SPECIAL NEEDS CHILDREN AND TEENS

Do not forget special needs teens when choosing teen volunteers for your programs. They may participate in book reviews, helping other special needs kids, book repair, or other activities. Discuss with the volunteer what he or she would like to do and what limitations they have. You'll find that special kids can also be special volunteers!

Very young children usually need little guidance in accepting a blind child in their circle. They quickly learn to show him a toy, for example. Older children and adults sometimes have to be encouraged to invite a blind companion to join their fun. Don't assume that a disabled child cannot possibly run around or play ball. Children in wheel chairs or with canes can participate in many games with guidance. Blind players can bat a ball from a tee, or use a beeper ball. If you don't have these mechanical devices, clapping, ringing a bell, or using your voice to direct the player can be used for ball games or relays. Batting in a kickball game is easy if the pitcher stands close in, rolls the ball carefully, and calls out when he releases the ball. The blind player can run to a voice calling him on each base, or run with a friend. Blind children can also be flexible in informal play, taking someone's arm when they are actually running. Try having blindfolded games for all players, with sound or touch as the guides. Tricycle races are fun for all, just make sure that the direction in which to go is clear, and once again have a "buddy " and or sound guides. Tug of war and rope pulls are fun for all. Playing as wheel barrows, creeping over obstacles, pushing wagons, weighted boxes, etc., and doing yoga exercises such as cat, cow, or cobra can be fun for all and give a sporty tone to your activities.

What kinds of other activities are good for including children who cannot see or perhaps need to increase their grip or finger strength? Tearing paper and fabrics, squeezing water or paint from sponges or syringe medicine droppers, playing with play dough and bread dough, playing with manipulative toys, using paper hole punch, using glue sticks, tracing around cookie cutter shapes or frosting cookies, water painting with large brushes, are a few ideas. Blind children also enjoy large wooden or rubber puzzles and sand table activities. Simple cooking activities using garlic press, potato masher, stirring, sifting, etc. are easy for all young children to learn, so don't exclude your visually impaired or blind child. They may need extra assistance but be sure to consult with the parents of the child so that you don't give too much help when it is not needed.

To add awareness to your non-handicapped children, you may want to invite a person who has a guide or service dog as a companion to visit and explain its training and work. These dogs may help their owners who cannot hear or have mobility problems.

PARENT GUIDES

Some parent guides your patrons might find useful to follow.

Guide To Toys For Children Who Are Blind Or Visually Impaired, jointly produced at no cost by the American Foundation for the Blind and Toy Manufacturers of America (contact American Foundation for the Blind at (800) 232-5463.

A Toy Guide For Differently-Abled Kids, distributed at no cost by The National Parent Network on Disabilities (contact National Parent Network on Disabilities, 1600 Prince St. #115, Alexandria, VA (703) 684-6783 (V/TDD).

Materials For Blind Parents, available free from the National Federation of the Blind Materials Center, 1800 Johnson St., Baltimore, MD 21230 (410) 639-9314. This last is a set of two 1-7/8 ips two-track cassettes, tone-indexed.

For families with access to computer and modem, there are hundreds of resources for parents of children with special needs on the *Local Interagency Network Communication System*. This electronic bulletin board operates 24 hours a day. There are no registration fees. For more information, contact *PHP-The Family Resource Center for Children with Special Needs* at (408) 288-5010 (voice).

The Foundation for Blind Children is an organization in Phoenix which has many activities during the summer, usually including a Braille reading program. Contact them at 1231 E. Harmont Drive, Phoenix, Arizona 85020-3864 (602) 331-1470.

RECOMMENDED READING LIST

YOUNG ADULT FICTION, MEDIEVAL

Barnes, Margaret Campbell. *The Tudor Rose*. Published: 1953. Adult, Young Adult. RC 29489. Female Reader: Ferris, Jill
A historical novel about the marriage of Elizabeth of York to Henry of Lancaster that ended the War of the Roses in 15th Century England by uniting the warring families. Although an unsatisfactory relationship, it produced the Tudor dynasty and Henry VIII, who inherited much of his shrewd mother's strength. For high school and adult readers. Rerecord of Tb302/2650.

Beatty, John. *Master Rosalind*. Published: 1974. Young Adult Juvenile. Level: 6-9. RC 09674. Female Accented Reader: Middleton,
Kidnapped and taken to a den of thieves in Elizabethan London, Rosalind Broome fails as a pickpocket. She disguises herself as a boy to act in Shakespeare's plays, and has a surprising confrontation with Queen Elizabeth herself. Grades 6-8.

Cushman, Karen. *Catherine, Called Birdy*. Published: 1994. Young Adult Juvenile Short. Level: 6-9. RC 39832. Female Reader: Schraf, Kimberly

Life in the last decade of the 13th century as seen through the eyes of a teenage girl. Birdy, the daughter of a minor lord and lady in Lincolnshire, has been ordered by her brother, a monk, to keep a journal for one year. She reluctantly agrees. In it Birdy portrays the tedium of life in the middle ages, the unending chores, the lowly role of women, and the selling of a girl in marriage to the highest bidder. For grades 6-9 and older readers.

Cushman, Karen. *Midwife's Apprentice*. Published: 1995. Juvenile Short. Level: 6-9. RC 40833.
The only name she has ever known is Brat. She does not know how old she is, probably 12 or 13; she has no family or home; and she is unwashed, hungry, and unloved. Brat is discovered sleeping in a dung heap by the town's midwife, who reluctantly gives her many jobs to do in return for a piece of dry bread and stale cheese. But Brat soon determines to become a midwife herself. For grades 6-9.

Godden, Rumer. *Dragon Of Og*. Published: 1981. Juvenile Short. Level: 4-7. RC 19719. Female Reader: Beddow, Louise
For hundreds of years the gentle *Dragon Of Og* has quietly eaten an occasional bullock from the herd of the lord of the castle. No one has minded because the dragon brings luck to the countryside. But the new lord, a stubborn and stingy man, declares war against the dragon and hires a courtly knight to kill him. A witty story based on an old Scottish legend. For grades 4-7.

Greer, Gery, and Bob Ruddick. *Max And Me And The Time Machine*. Published: 1983. Juvenile Short. Level: 5-8. More Tbns. Rc 21794. Male Reader: Schwamberger, Gordon
Steve buys a time machine at a yard sale and takes his friend Max to the year 1250, where they land in the middle of a jousting match with an evil knight as their opponent. For grades 5-8.

Hunt, Angela. *Elwell Ingram Of The Irish (#3 Theyn Chronicles)*. Published: 1994. Adult RC 40291. Male Accented Reader: Malcolm, Graeme
Father Colum, an Irish monk, goes out into the villages to teach the children. One day he discovers a young woman being raped. He rescues her, cares for her wounds, and stays with her until she bears a child. But she dies in childbirth, and Colum takes her son and flees to England. Now that child is 26, and Colum has come to tell him of his birthright. Sequel to '*The Troubadour's Quest*'. RC 39891. (Christian Fiction).

Hunt, Angela. *Afton Of Margate Castle (#1 Theyn Chronicles)*. Published: 1993. Adult Long. RC 40289. Avail: (AZ1A) 12. Male Accented Reader: Malcolm, Graeme.
Wido and Corba are simple villains living on the estate of Lord Perceval. When their ewe dies, while carrying the lamb that was to be their michelmas offering to the lord, they are forced to give their only daughter, Afton, to lady Endeline. Afton becomes a companion to the lord's daughter and lives in comfort--until she makes a grave mistake. Sequel to "*The Troubadour's Quest*" (RC39891). (Christian Fiction).

Hunt, Angela. *Elwel The Troubadour's Quest (#2 The Theyn Chronicles)*. Published: 1993. Adult. RC 39891. Male Accented Reader: Malcolm, Graeme
Now that Afton has finally married her beloved Calhoun and they have twin sons, Gislebert, the Troubadour, begins to think about a family of his own. Once again he dreams of Nadine, whom he has not seen for 12 years, and sets out to find her. But along the way he rescues Jonas, a street urchin, and must learn to deal with two kinds of love: friendship and devotion to God. Sequel to 'Afton Of Margate Castle'. RC 40289. (Christian Fiction).

Kelly, E.P. *The Trumpeter Of Krakow*. Published: 1973. Young Adult Short. Level: J&S. More Tbns. RC 22916. Male Reader: O'Keefe, Robert
The commemoration of an act of bravery and self-sacrifice in Krakow, Poland, saves the lives of a family two centuries later. For junior and senior high readers. Newbery Award. Rerecord of CB 189. Tb22/2675.

Konigsberg, E. L. *A Proud Taste For Scarlet And Miniver*. Published: 1973. Young Adult Juvenile Short. Level: 6-9. RC 16574. Female Reader: McCullough, Michael
Fantasy recreates the life of the incomparable twelfth-century queen, Eleanor Of Aquitane. As Eleanor waits impatiently in heaven for her second husband, England's King Henry II, to join her, she reminisces about her life as wife of two kings and mother of two others. For grades 6-9 and older readers.

Lennox, Judith. *The Italian Garden*. Published: 1993. Adult, Young Adult Long. RC 40157. Female Accented Reader: Caruso, Barba
In early sixteenth-century Italy, Joanna Zulian is abandoned by her father and goes to live with her artist uncle. Uncle Taddeo makes use of Joanna's talents as a painter but gives her no credit for her work. Pursued by several suitors.

Lide, Mary. *Fortune's Knave: The Making Of William The Conqueror*. Published: 1992. Adult, Young Adult Long. RC 41463. Male Reader: Gage, Jeremy
Fictional account of the formative years of William, the only son of Robert, Duke of Normandy. Being illegitimate, William has to fight for his right to the title after his father dies in 1035 while on a pilgrimage to the Holy Land. Attempts on William's life take him to France and the court of Henry I, where he meets his future wife, Matilda of Flanders. Some violence. For high school and older readers.

Litowinsky, Olga. *The High Voyage*. Published: 1991. Young Adult Juvenile Short. Level: 6-9 More Tbns. RC 34716. Male Reader: Backman, George
This fictionalized account of the last voyage of Columbus is told from the viewpoint of his teenage son. Using the actual diaries of Fernando Columbus, the author conveys the excitement, fear, and homesickness experienced by the youth. Young Fernando sees his father as an excellent navigator, a brave explorer, and a fair and honest politician. Grades 6-9 and older readers.

Llorente, Pilar. *Molina The Apprentice*. Published: 1993. Young Adult Juvenile Short. Level: 6-9. RC 38724. Male Reader: Blumenfeld, Robert
Florence (Italy) during the Renaissance. Arduina, 13 and a tailor's son, finally gets to pursue his dream of becoming a painter when he is apprenticed to Maestro Cosimo Di Forli. But Arduino soon discovers that the maestro is not what he seems. His home a "nest of misery and envy, "houses a sinister secret - the jealous maestro keeps his best student chained in the attic. Grades 6-9 and older readers.

McKinley, Robin. *The Outlaws Of Sherwood Forest*. Published: 1988. Adult Young Adult. Level: J &S. RC 3077. Male Reader: Gould, Gordon
The author retells, in the form of a novel, the adventures of Robin Hood and his band of merry outlaws who live in Sherwood Forest in 12th England. For junior and senior high and older readers.

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Mannix, Daniel P. *The Wolves Of Paris*. Published: 1978. Adult, Young Adult. RC 13536. Male Reader: Kliban, Ken
During the bitter winter of 1439, Paris is besieged so closely that no one dares to enter or leave the city. The besiegers are not humans, but wolves led by a gigantic wolf-dog reported by medieval chroniclers. A novel based on fact for high school and adult.

O'Dell, Scott. *The Road To Damietta*. Published: 1985. Adult, Young Adult. Level: J&S. RC 24793. Female Reader: Tessler, Yvonne Fair
A historical romance of Ricc, a young girl of Assisi, and her obsessive love for the Saintly Francis Bernardone. Headstrong and clever, she attempts to lure Francis from his holy ministry and even follows him on a crusade to Egypt where he hopes to convert the sultan and bring peace. For junior and senior high and older readers.

Pyle, Howard. *Otto Of The Silver Hand*. Published: 1967. Adult, Young Adult Short. Level: J&S. RC 30143. Male Reader: Braden, John
The gentle son of a medieval German robber baron, raised in the thoughtful quiet of a monastery, returns to his father's castle and, despite great suffering and blood-feuds, grows to honor and manhood. For junior and senior high and older readers.

Sherman, Josepha. *Windleaf*. Published: 1993. Adult, Young Adult Short. RC 41148. Male Reader: Sandvold, Erik
Eighteen year-old Count Thierry rescues a mysterious young woman named Glinfinial from the ancient forests that surround his estate. They fall in love and want to get married, but Glinfinial's father turns out to be the powerful Faerie Lord Tiernathal, who prohibits the marriage and spirits his daughter back into the forest. To win Glinfinial, Thierry must undertake a dangerous quest against a powerful magic. For high school and older readers.

Sutcliffe, Rosemary. *Blood Feud*. Published: 1977. Adult, Young Adult Short. Level: J&S. RC 12140. Male Reader: Sorel, Guy
Jestyn, an orphaned Englishman, is sold into slavery to the Vikings in the tenth century. He swears brotherhood with a viking and accepts the viking's vendetta as his own. For junior and senior high and adult readers.

Sutcliff, Rosemary. *The Road To Camlann*. Published: 1982. Young Adult Juvenile Short. Level: 6-9. RC 20113. Male Accented Reader: Martin, Tom
Retells the tragic story of the last days of Camelot. The evil Mordred, illegitimate son of King Arthur, plots to bring about the downfall of Camelot and the Round Table. Sequel to "*The Light Beyond The Forest*" RC 20071. For grades 6-9 and older readers.

Voight, Cynthia. *Jackaroo*. Published: 1985. Young Adult. Level: J&S. RC 23883. Male Reader: Palmer, David
In a far-off feudal kingdom, where the people are hungry and oppressed by the lords, 18 year old Gwyn, the innkeeper's daughter, takes on the identity of a masked legendary hero, Jackaroo. His brave deeds have always inspired hope in harsh times, and they inspire Gwyn to act for the wronged. Behind the mask of Jackaroo, she discovers truths about herself, her family, and the villagers she thought she loved. For junior and senior high readers.

RECOMMENDED READING LIST

NON-FICTION

Baldwin, James. *The Story Of Roland*. No Date. Young Adult Juvenile. Level: 6-9. RC 10361. Male Reader: Scourby, Alexander
The legendary adventures of Roland, who spent his youth in a squalid cave, wearing rags and having barely enough to eat, but later became the most trusted and daring of Charlemagne's Knights. For grades 6-9 and other interested readers.

Bingham, Caroline. *The Stewart Kingdom of Scotland 1371-1603*. No Date. Adult, Young Adult Long. RC 09446. Female Reader: Clio Clio
A readable history of the Stewart family. Gaining the Scottish throne in 1371, they fought fiercely for independence until England and Scotland were united under King James, more than 200 years later.

Brooks, Polly Schoyer. *Queen Eleanor, Independent Spirit Of The Medieval World*. Published: 1983. Young Adult Short. Level: J&S. RC 22603. Female Reader: McQuaid, Sally
Colorful account of a strong queen and the world of the 12th century. Eleanor was a political powerhouse as wife of two kings and mother of two others; yet she was also queen of Troubadours and the center of a refined court where music, poetry, and love flourished. For junior and senior high readers.

Early, Margaret. *William Tell*. Published: 1991. Juvenile Short. Level: 2-4. RC 36317. Male Reader: Blumenfeld, Robert
A long time ago, the people of three tiny European countries, Schwytz, Uri, and Unterwalden, lost their freedom to Austria. Its mean emperor and evil governors, the most dreadful of whom was Gessler, ruled with an iron hand. Early retells the story of how William Tell shot an apple from his son's head, rid the land of Gessler, and led his compatriots to freedom and the founding of a new nation - Switzerland. Grades 2-4.

Gies, Frances. *Cathedral, Forge, And Waterwheel*. Published: 1994. Adult. RC 38124. Female Reader: Cundiff, Kerry
The Gieses debunk long-held myths about stagnation during the Middle Ages (roughly a.d. 500 to a.d. 1500) as they explore developments in areas such as textiles, shipbuilding, and printing. They conclude that Europe did not suddenly leap forward technologically during the Renaissance, and that many inventions resulted from scientific advances borrowed from other countries.

Stanley, Diane. *Good Queen Bess*. Published: 1991. Juvenile Short. Level: 3-6. RC 34679. Female Reader: Mendenhall, Jennifer
Daughter of King Henry VIII and Anne Boleyn, Elizabeth became the queen of England in 1558 when she was 25 years old. Intelligent and strong-willed, she reigned with exceptional skill, tact, and love for the next 45 years. The period became known as the Elizabethan Age. For grades 3-6 and older readers.

RECOMMENDED READING LIST
FOLKLORE & MYTH

Aiken, Joan. *Myths And Fairy Tales, The Last Slice Of Rainbow And Other Stories*. Published: 1988. Juvenile Short. Level: 3-6. RC 29494. Female Reader: Ferris, Jill
A collection of nine fairy tales including "*The Queen With Screaming Hair*," "*The Spider In the Bath*," and "*Think Of A Word*." Grades 3-6 and older readers.

Aiken, Joan. *Past Eight O'Clock*. Published: 1988. Juvenile Short. Level: 2-4. RC 29499. Female Reader: Tanner, Jill
Eight bedtime stories that mix folklore and magic with modern attitudes and problems. The title story, "*Past Eight O'Clock* " tells of a society where the ominous child warden will punish any child he catches out after eight. Each story is based on a familar lullaby or bedtime song. For grades 2-4 and older readers.

Aiken, Joan. *Up The Chimney Down*. Published: 1985. Young Adult. Level: J&S More Tbns. RC 24462. Female Reader: Friedlander, Mitzi
Short stories of high comedy, whimsey, and wisdom. These tales are peopled by crafty witches, shrewd children, a pair of stubborn robots, talking animals, a chimney sweep, and a ballet dancer. For young adults and older readers.

Andersen, Hans Christian. *The Steadfast Tin Soldier*. Published: 1992. Juvenile Short. Level: K-3. RC 37511. Female Reader: Schraf, Kimberly
After being accidentally launched on a dangerous and terrible voyage, a one-legged tin soldier finds his way back to his true love--the paper dancing girl. For grades K-3. Formerly CBA 7. Rrcd Rd13066.

Andronik, Catherine. *M. Quest For A King*. Published: 1989. Young Adult, Juvenile Short. Level: 6-9. RC 32973. Male Accented Reader: Malcolm, Graeme
Arthur, Guinevere, Merlin, Lancelot, and the other residents of Camelot have excited the imagination for almost 1,000 years. Drawing together many of the legends and stories and the few known facts, the author tries to find the truth behind the myth. An annotated bibliography of fiction and nonfiction works is appended. For grades 6-9 and older readers. 1989.

Berenzy, Alix. *A Frog Prince*. Published: 1989. Juvenile Short. Level: K-3. RC 31396. Male Reader: Chappell, Andy
Rebuffed by the beautiful princess after retrieving her golden ball, a noble frog sets out in search of a princess "*Who Can See Good In Me*." K-3.

Calhoun, Mary. *The Witch's Pig: A Cornish Foltale*. Published: 1977. Juvenile Short. Level: 2-4. RC 13551. Female Accented Reader: Wynn-Owen, Mg
Tale about the misfortunes that befall a foolish man who tries to outwit a woman widely considered to be a witch. For grades 2-4.

Carter, Anne. *Beauty And The Beast*. Published: 1986. Juvenile Short. Level: 2-4. RC 29928. Female Reader: Toren, Suzanne

Through beauty's true unselfish love, the kind and beautiful maid releases a handsome prince from the spell that has made him an ugly beast. Grades 2-4 and older readers.

Catling, Patrick Skene. *The Chocolate Touch*. Published: 1979. Juvenile Short. Level: 3-6 More Tbns. RC 15879. Female Reader: Mullen, Anne
A boy acquires a magical gift that turns everything his lips touch into chocolate.
For grades 3-6.

Cech, John. *First Snow, Magic Snow*. Published: 1992. Juvenile Short. Level: K-3. RC 37029. Female Reader: Lawson, Celeste
A woodsman and his wife - who have three cows, fourteen geese, a cat, a dog, orchards of fruit, and a huge meadow - long for a child. With the year's first snow, the Woodsman molds a child that comes to life and lives with him and his wife throughout the winter. When the little girl disappears in the spring, the couple set out in search of her. Grades K-3.

Chant, Joy. *The High Kings*. Published: 1983. Adult. RC20507. Avail: (AZ1A) 8. Male Accented Reader: Horgan, Patrick
Evocative retellings of ten ancient Celtic Myths. Interspersed among the legends are brief essays on Celtic History and traditions that weave a context for these tales of high drama. Nine of the tales tell of ancestors of King Arthur; the 10th tale describes his heroic reign as the last great Celtic King.

Cooper, Susan. *Selkie Girl*. Published: 1986. Juvenile Short. Level: K-3. RC 26263. Female Reader: Caruso, Barbara
A retelling of the Celtic Legend about a Selkie, a seal who slips out of its skin and takes human form. A young man falls in love with a beautiful Selkie girl, and plots to steal her seal skin. He succeeds, forcing her to stay in human form, and she becomes his reluctant bride. After twenty years her youngest child helps her to return to the sea and her family there.
Grades K-3.

Dasent, Sir George W. *East O' The Sun And West O' The Moon*. Published: 1992. Juvenile Short. Level: 3-6. RC 36275. Female Reader: Caruso, Barbara
There once lived a very poor farmer who had many beautiful children, the loveliest of whom was his youngest daughter. When a huge white bear offers to make the farmer rich in exchange for this daughter, the farmer agrees. The daughter lives in splendid luxury, but takes a forbidden look at the bear in human form. He is a handsome prince, and her betrayal intensifies the spell that he is under. Grades 3-6.

DeJong, Meindert. *The Tower By The Sea*. Published: 1950. Juvenile Short. Level: 3-6. RC 12454. Female Reader: Rodgers, Hannah
An enthralling story about a medieval Dutch legend, a strange weathervane, a superstitous village, a witch, and a white cat with one blue eye. For grades 3-6.

DeLaMare, Walter. *The Turnip*. Published: 1927. Juvenile Short. Level: K-3. RC 40495. Avail: (Az1a) 5. Male Reader: Huntey, Bruce
There is a mean rich man who wants to become so powerful that the king will invite him to dinner. The mean man has a half brother who is a kind-hearted farmer. After the farmer gives food to a

mysterious beggar, he finds a wonderful, enormous turnip growing in his field and takes it to the king, who is delighted. Now the jealous mean man must find something better than the turnip to impress the king. Retelling of a Grimm's tale. For grades 1-3.

Depaola, Tomie. *Tony's Bread*. Published: 1989. Juvenile Short. Level: K-3. RC 33732. Avail: (Az1a) 6. Female Reader: Giannarelli, Laura
Long ago, in a tiny village outside Milano, there lived a baker named Antonio, whom everyone called Tony. Tony had a lovely daughter, Serafina, who sat by her window all day eating sweets because Tony considered her too precious to do anything else. But Serafina dreamed of love and marriage, and Tony dreamed of becoming a famous baker in Milano, and this tale tells how both dreams came true. Grades K-3.

Deregniers, Beatrice Schenk. *Jack The Giant-Killer*. Published: 1987. Juvenile Short. Level: P-2. RC 26246. Male Reader: Stratton, John
Retells in whimsical verse Jack's successful encounter with the perilous giant, and other interesting lore about giants - including the right way to shake hands. Preschool - grade 2.

Dickens, Charles. *A Child's History Of England*. Published: 1934. Adult Long. RC 11459. Male Reader: Alan Haines
First published in 1854, a vivid, entertainingly prejudiced mixture of fact and myth told as a parent might relate it to a child and mob rule result.

Disney, Walt. *Snow White And The Seven Dwarfs*. Published: 1938. Juvenile Short. Level: K-3. RC 18633. Female Reader: Fagan, Jeanne
A robust translation of the beloved fairy tale that is faithful to the original story set down by the brothers Grimm.

Evslin, Bernard. *The Green Hero*. No Date: Juvenile. Level: 6-9. RC 10055. Avail: (Az1a) 4
Male Reader: Michael Clarke Laurence
Lively exploits of Finn McCool, an amusingly human giant and one of Ireland's favorite folk heroes. For grades 6-9.

Fonteyn, Margot. *Swan Lake*. Published: 1989. Juvenile Short. Level: K-3. RC 31608. Female Reader: Rappaport, Barbara
In this fairy tale adaptation of the classic ballet, a prince's love for a swan queen overcomes an evil sorcerer's spell. For grades K-3 and older readers.

Garner, Alan. *Alan Garner's Book Of British Fairy Tales*. Published: 1984. Adult, Young Adult Short. RC 25148. Male Accented Reader: Martin, Tom
Twenty - One traditional British Isles Fairy Tales, most of which are not usually found in other collections. For junior and senior high and older readers.

Giblin, James Cross. *The Truth About Unicorns*. Published: 1991. Young Adult, Juvenile Short. Level: 5-8. RC 35381. Male Reader: Horton, John
From Ancient Greece and China to Medieval Europe, and from Hindu myth and the Bible to contemporary T-shirts and greeting cards, belief in the unicorn has had an enduring hold on the

human imagination. Although scientists have discredited the idea that unicorns exist, the unicorn remains a symbol of sensitivity, courage, and love. For grades 5-8 and older readers.

Godden, Rumer. *Dragon Of Og*. Published: 1981. Juvenile Short. Level: 4-7. RC 19719. Female Reader: Beddow, Louise
For hundreds of years the gentle *Dragon Of Og* has quietly eaten an occasional bullock from the herd of the lord of the castle. No one has minded because the dragon brings luck to the countryside. But the new lord, a stubbom and stingy man, declares war against the dragon and hires a courtly knight to kill him. A witty story based on an old Scottish Legend. For grades 4-7.

Grahame, Kenneth. *Reluctant Dragon*. Published: 1953. Juvenile Short. Level: 3-6. RC 17014. Female Reader: Nelson, Sandy
A little boy befriends a kind-hearted dragon and arranges a match for him with St. George. For grades 3-6 and older readers.

Grimm, Jacob. *Grimm's Fairy Tales*. Published: 1976. Juvenile Short. Level: 4-7 More Tbns. RC 11751. Female Reader: Eilenberg, Diane
Fifty-five of the best-loved tales including "*Cinderella*," "*The Goose Girl*," "*Hansel And Gretel*," "*Rumpelstiltskin*," (Rerecords of CB 181,182) and "*Tom Thumb*" (also recorded at RC 7883).

Grimm, Jacob. *The Twelve Dancing Princesses*. Published: 1989. Juvenile Short. Level: 2-4. RC 3373. Female Reader: Giannarelli, Laura
The king simply can not understand how his twelve daughters wear out twelve new pairs of satin shoes every night while locked in their bedchamber in Castle Belvedere. Michael, a young cattle herder, who dreams of marrying a princess, is determined to solve the mystery for the king. If he fails, it will cost him his head; if he succeeds, he will be able to marry the princess of his choice. Grades 2-4.

Hamilton, Virginia. *The Dark Way*. Published: 1990. Young Adult, Juvenile Short. Level: 5-8. RC 34144. Female Reader: Lecat, Lisette
Twenty-five eerie tales from myth, legend, and folklore gathered from around the world are retold in this collection. Some are funny, others horrifying, and others heroic. Familiar stories of Medusa and Baba Yaga and the Golem appear, as well as a Mexican legend based on the Aztec ritual of human sacrifice and a North American Indian trickster tale of *Manabozo*. For grades 5-8 and older readers.

Hastings, Selina. *Sir Gawain And The Loathly Lady*. Published: 1985. Juvenile Short. Level: 4-7. RC 26382. Avail: (Az1a) 5. Female Reader: Gurney, Rachel
Retelling of an Arthurian Legend. King Arthur's life is saved by a hideous hag, but in exchange he must give one of his knights to be her husband. Grades 4-7.

Haviland, Virginia. *Favorite Fairy Tales Told Around The World*. Published: 1985. Juvenile. RC 24260. Female Reader: Friedlander, Mitzi
Selections from the author's previous books that feature several tales from each of 16 countries. Grades 3-6 and older readers.

Hayes, Sarah. *Robin Hood*. Published: 1989. Juvenile Short. Level: 3-6. RC 34360. Male Reader: Huntey, Bruce
An easy-to-read retelling of the adventures of *Robin Hood* and his band of merry men in Sherwood Forest. Robin Hood, who loves maid Marian, battles the evil Sheriff of Nottingham as he rights wrongs and fights for justice. For grades 3-6.

Hodges, Margaret. *Buried Moon*. Published: 1991. Juvenile Short. Level: 2-4. RC 35388. Male Reader: Horton, John
The moon, curious about the evil creatures who live in the bogs and marshes, comes to earth as a beautiful woman to investigate for herself. As she walks through the forest she is entrapped by a tree. When a lost traveller needs her help, she lets down her hood to reveal her light and is buried in a dark pool by the forces of evil. Who will free her? The haunting retelling of an English Folktale. For grades 2-4 and older reader.

Hodges, Margaret. *The Kitchen Knight: A Tale Of King Arthur*. Published: 1990. Juvenile Short. Level: 4-7. RC 34193. Avail: (AZ1A) 5. Male Reader: Beryl, Jon
Retells the tale of Sir Gareth, one of the most adventurous stories about King Arthur and his court. Sir Gareth is knighted by Sir Lancelot and embarks on a daring rescue of the lady in the tower - imprisoned by the fearsome Red Knight of the Red Plain. Grades 4-7.

Hodges, Margaret. *Knight Prisoner: The Tale Of Sir Thomas Malory And His King Arthur*. Published: 1976. Adult, Young Adult Short. Level: J&S. RC 19916. Male Reader: Jenkins, Dick
A dramatic, imaginative biography of the medieval knight who collected stories about King Arthur and his Knights and rewrote them into a work that was to influence poets and writers for centuries. For junior and senior high and adult readers.

Hodges, Margaret. *The Other World: Myths Of The Celts*. Published: 1973. Juvenile Short. Level: 4-7. AZC02034. Avail: (AZ1A) none. Male Reader: Gosling, George
The ancient Celts always seemed to live on the edge of the '*Otherworld*', the supernatural realm and land of the fair folk. Stories are told here of Arthur, Cuchulain, and other lesser known tales, such as that of the *Swan Children of Ireland*. Grades 4 and up.

Hodges, Margaret. *Saint George And The Dragon*. Published: 1984. Juvenile Short. Level: 2-4. RC 22236. Female Reader: Gray, Janis
A dramatic retelling of the classic tale recounts the battle between brave St. George, The Red Cross Knight, and the deadly dragon that has terrorized the countryside for years. For grades 2-4 and older readers. Caldecott medal 1985.

Hunter, Mollie. *A Furl Of Fairy Wind: Four Stories*. Published: 1977. Juvenile Short. Level: 3-6. RC 12920. Avail: (Az1a) 4. Female Reader: Beaudry, Patricia
Four short Scottish tales about people who encounter the world of fairies and changlings, spells and enchantment, mischief and dreams of gold. For grades 3-6.

Hutton, Warwick. *Beauty And The Beast*. Published: 1986. Juvenile Short. Level: K-3. RC 23493. Female Reader: Grandmaison, Sylvia
Through her love and unselfishness a young woman breaks the evil spell that has transformed a handsome prince into an ugly beast. A retelling of the classic tale. Grades 1-3.

Jacobs, Joseph. *Tattercoats*. Published: 1989. Juvenile Short. Level: K-3. RC 32995. Male Reader: Backman, George
Tattercoats is the granddaughter of a wealthy old lord. But because his favorite daughter dies giving birth to Tattercoats, he neglects and despises his grandchild. Tattercoats gets her name because she is so ragged, and her only friends are her old nurse and the gooseherd. Tattercoats comes to marry a prince, who is enthralled by her simple beauty. Grades K-3.

Karlin, Barbara. *Cinderella*. Published: 1989. Juvenile Short. Level: P-2. RC 34192. Female Reader: Buzzard, Madelyn
When Cinderella's father, a kind widower, marries a "vain and horrid" woman with two "vain and horrid" daughters, Cinderella is mistreated and made to work like a servant. Until, that is, a fairy godmother, a prince, and a glass slipper enter her life. This retelling of the classic fairy tale includes a touch of humor. For Preschool - grade 2.

Kimmel, Eric A. *Boots And His Brothers*. Published: 1992. Juvenile Short. Level: P-2. RC 38578. Male Reader: Gould, Gordon
In this Norwegian Folktale, three brothers - Peter, Paul, and Boots - meet a poor beggar woman as they set out to seek their fortunes. Peter and Paul are mean and rude to the woman, but Boots is kind to her and presses a coin into her hand. In return, she gives him valuable advice that allows him to win his weight in gold and half a kingdom. Preschool - grade 2 and older readers.

Lang, Andrew. *Green Fairy Book*. Published: 1978. Juvenile Short. Level: 4-7. RC 15727. Female Reader: Toren, Suzanne
Forty-two fairy tales from various countries. Includes many unfamiliar tales in addition to such favorites as "*Jorinde and Joringle*," "*The Story of the Three Little Pigs*," and "*The Twelve Huntsmen*". A newly edited version of an old classic for grades 4-7 and older interested readers.

Lang, Andrew. *The Red Fairy Book*. Published: 1976. Juvenile. Level: 4-7. RC 16332. Female Reader: Toren, Suzanne
An assortment of thirty-three fairy tales from French, Scandinavian, German, and Romanian traditions. Includes both well-known and less familiar stories. A newly edited version of an old classic for grades 4-7 and older interested readers.

Lesser, Rika. *Hansel And Gretel*. Published: 1985. Juvenile Short. Level: 2-4. RC 22393. Female Reader: Copeland, Lydia
A poor woodcutter's children, lost in the forest, come upon a witch's house made of bread, pancakes, and candy. They soon discover the wicked witch likes to have children for dinner. For grades 2-4. Rerecord of Tb4224.

MacDonald, George. *The Princess And The Goblin*. Published: 1964. Juvenile Short. Level: 4-7. RC 19723. Avail: (AZ1A) 4. Female Reader: Grandmaison, Sylvia
Princess Irene discovers a kind old woman with strange powers, hidden away in the attic of a country castle. The old woman gives Irene a magic ring to protect her, but the ring fails to warn the princess of the horrible goblins who plot to flood the castle and kidnap her. Sequel to "*The Princess And Curdie*". Tb3859.

Malory, Thomas. *Sir Le Morte D'arthur*. Published: 1986. Adult Long. RC 35429. Male Reader: Sofer, Andrew
While Malory's 15th century compilation of Arthurian Legends has held its own since 1485, this new edition is designed for non-specialized modern readers. Editor R. M. Lumiansky also considers a manuscript discovered in Winchester, England in 1934. Malory begins with the birth of Arthur, retells medieval tales of the knights of the Round Table (including their quest for the holy grail), and concludes with King Arthur's death.

Marshak, Samuel. *The Month Brothers*. Published: 1983. Juvenile Short. Level: K-3. More Tbns. RC 22312. Female Reader: Gray, Janis
Slavic Folktale in which a young girl outwits her greedy stepmother and lazy stepsister with the help of the 12 month-brothers. For grades K-3 to share with older readers.

Marshall, James. *Hansel And Gretel*. Published: 1990. Juvenile Short. Level: K-3. RC 32716. Male Reader: Chappell, Andy
An irrreverent retelling of the *Grimm Brothers'* classic tale in which Hansel and Gretel, deserted in the forest, come upon a house made of cookies, cakes, and candy, and occupied by a wicked witch who likes to eat plump children for her dinner. Grades K-3.

Martin, Claire. *Boots And The Glass Mountain*. Published: 1992. Juvenile Short. Level: 2-4. RC 39083. Avail: (AZ1A) 5. Male Reader: Sandvold, Erik
In this Norwegian tale of Boots and his brothers, Boots bravely spends midsummer night alone in the barn guarding his father's fields. He tames the trolls' wild stallions and protects the fields the next year, and the next. The stallions later help him to conquer the glass mountain and win the beautiful princess's hand. Grades 2-4 and older readers.

Mchargue, Georgess. *Meet The Werewolf*. No Date: Juvenile Short. Level: 4-7. RC 10687. Male Reader: Richardson, John
The origins, habits, myths, legends, and famous case histories of werewolves. For grades 4-7.

McKinley, Robin. *Beauty: A Retelling Of The Story Of Beauty And The Beast*. Published: 1978. Adult Juvenile. Level: 5-8. More Tbns. RC 14411. Female Reader: Byers, Catherine
An embellishment of the classic tale in which Beauty, a plain but kind and intelligent girl, learns the meaning of love from the beast to whom she goes as payment of her father's debt. Thoughtful fantasy. For grades 5-8 and older readers.

Mayo, Margaret Retold by. *Magical Tales From Many Lands*. Published: 1993. Juvenile Short. Level: 3-6. RC 39707. Female Reader: Stewart, Carole Jordan
A collection of fourteen folktales from around the world, each representing a different culture. Includes "*The Kindgom Under The Sea*," a favorite story in Japan; "*The Lemon Princess*," a popular story in many countries including Spain, Turkey, and Iran; "*Kate Crackernuts*," a Scottish Tale; and "*The Halloween Witches*," an African American folktale. Grades 3-6 and older readers.

Moore, Inga. *The Sorcerer's Apprentice*. Published: 1989. Juvenile Short. Level: K-3. RC 34887. Male Reader: Sandvold, Erik

Retells the tale of Franz, the sorcerer's apprentice, who was a meddlesome lad. Although warned to watch, learn, and not touch, Franz cannot resist trying his hand at magic when the sorcerer leaves for a day and orders him to clean the laboratory. After all, he has watched the sorcerer put a spell on a broom whereby it grows arms and legs and performs all the tasks that Franz is supposed to do. Grades K-3 and older readers.

Nygren, Tord. *Fiddler And His Brothers*. Published: 1988. Juvenile short. Level: 2-4. RC 29533. Male Reader: Johnson, Peter
A quick-witted, good-natured, fiddling farm boy wins the hand of beautiful princess Ingrid by outsmarting his older brothers and two dishonest witches. Grades 2-4.

Opie, Iona. *Archibald: The Classic Fairy Tales*. Published: 1974. Adult Long. RC 08845. Male Reader: Blackwell, Burt
Presents twenty-four of the best known fairy tales in the exact words in which they were first published in English. The authors provide a historical introduction showing the development of each tale and the curious changes in the tale over the centuries. Designed for adult readers.

Osborne, Mary Pope. *Mermaid Tales From Around The World*. Published: 1993. Juvenile Short. Level: 3-6. RC 38698. Male Reader: Holmes, George
A collection of twelve water maid tales from a wealth of different cultures and times. The author notes that mermaids, unlike other women in folklore, are universally portrayed as fierce, strong characters. Includes the French "*Mystery of Melusine*," The Irish "*The Enchanted Cap*," the Nigerian "*The Fish Husband*," and Japanese, Persian, German, Greek, and Native American Legends. Grades 3-6 and older readers.

Perl, Lila. *Blue Monday And Friday The Thirteenth*. Published: 1986. Juvenile Short. Level: 4-7. More Tbns. RC 27961. Female Reader: Wessels. Anne
The author draws upon Folklore, Mythology, and Cultural, Religious, and Linguistic history to explain the origins for the name of each day of the week in English and other modern languages. Also discusses popular superstitions.

Pevear, Richard. *Our King Has Horns!* Published: 1988. Juvenile Short. Level: K-3. RC 29521. Male Reader: Johnson, Peter
In this Georgian folktale a young, clever barber teases a king with a big secret that "It's hard to hide the truth, even in the deepest hole or under the highest crown." Grades K-3 and older readers.

Phelps, Ethel. *Johnston Tatterhood And Other Tales*. Published: 1978. Juvenile Short. Level: 3-6. RC 26213. Female Reader: Toren, Suzanne
A collection of tales from around the world in which girls and women are portrayed as active, courageous heroines. Includes "*The Giant Caterpillar*" (Ivory Coast), "*Three Strong Women*" (Japan), and "*The Hunted Hare*" (England). Grades 3-6 and older readers.

Plume, Ilse. *The Shoemaker And The Elves*. Publihed: 1991. Juvenile Short. Level: K-3. RC 36058. Female Reader: Rappaport, Barbara
Vivid retelling of the folk tale about the kind shoemaker and the elves who do him a good deed and receive one in return. Rrcd Rd13134

Pomerantz, Charlotte. *The Downtown Fairy Godmother*. Published: 1978. Juvenile Short. Level: 3-6. RC 15690. Avail: (AZ1A) 4. Female Reader: Giannarelli, Laura
When Olivia wishes for a fairy godmother, she runs into a fairy godmother grade C, still in training and limited in powers. The fairy godmother, who wears pants and has pink curlers in her hair, tries desperately to satisfy her customers in Lower Manhattan and earn promotion to grade B fairy godmother in Upper Manhattan. An original tale for grades 3-6.

Puss In Boots. Published: 1987. Juvenile Short. Level: P-2. RC 28195. Male Reader: Askey, Bob
A poor miller's son gains a fortune and marries a beautiful princess with the help of his cat, the clever Puss. For preschool - grade 2. Rerecord of CB181.

Retold by Jane Louise Curry. *Robin Hood And His Merry Men*. Published: 1994. Juvenile. Level: 2-4. RC 42339. Avail: (AZ1A) 5. Reader: Polk, John
Seven tales about Robin Hood, who took from the rich and gave to the poor. The first story explains how Robin Hood was forced to become an outlaw. Others tell about his first meeting with Little John and about the night Robin Hood and his men entertained the Sheriff of Nottingham. For grades 2-4.

Riordan, James. *Tales Of King Arthur*. Published: 1982. Young Adult Juvenile Short. Level: 4-7. RC 32172. Avail: (AZ1A) 5. Male Reader: Holmes, George
A retelling of 12 of the best-known legends of King Arthur and his Knights Of The Round Table. Includes "*The Coming Of King Arthur*," "*Sir Lancelot Of The Lake*," "*The Quest For The Holy Grail*," and "*The Death Of King Arthur*." For grades 4-7 and older readers.

Rogasky, Barbara. *The Water Of Life*. Published: 1986. Juvenile Short. Level: 3-6. RC 25484. Male Reader: Linton, J. P.
Three sons set out one by one to find the water of life for their dying father, the king. The youngest and kindest escapes the curse of a dwarf, frees a beautiful princess from a spell, and obtains the precious water. He must now survive the treachery of his jealous and wicked brothers. Grades 3-6.

Ruskin, John. *King Of The Golden River*. Published: 1978. Juvenile Short. Level: 2-4. RC 13541. Male Reader: Blake, Edward
An original nineteenth-century fairy tale about guileless Gluck, his hard-hearted older brothers, and the mysterious stranger who changes all their lives. For grades 2-5.

Schwartz, Alvin. *Stories To Tell A Cat*. Published: 1992. Juvenile Short. Level: 3-6. RC 39095. Male Reader: Askey, Bob
A collection of cat tales and poems mined from folklore around the world. Included are stories of monster cats, brave cats, magical cats, and foolish cats. The book also includes revealing source notes for the selections. Grades 3-6 and older readers.

Scieszka, Jon. *The Frog Prince Continued*. Published: 1991. Juvenile Short. Level: K-3. RC 34881. Male Reader: Sandvold, Erik
The frog prince (the frog who was turned into a prince when kissed by a princess) did not live happily ever after - at least not right away. He and the princess made each other so miserable that he longed to become a frog again and went searching for a witch who could turn him back. Grades K-3 and older readers.

Scieszka, Jon. *The True Story Of The Three Little Pigs*. Published: 1989. Juvenile Short. Level: P-2. RC 31436. Male Reader: Backman, George
Alexander T. Wolf, also known as the big bad wolf, gives his own outlandish version of what really happened when he tangled with the *Three Little Pigs*. Preschool - grade 2.

Seredy, Kate. *The White Stag*. Published: 1979. Juvenile Short. Level: 5-8. More Tbns.
RC 23270. Male Reader: Delotel, James
The legendary story of Attila the Hun and the founding of Hungary--of a white stag and red eagle leading the people to their promised land. Grades 5-8. Newbery award.

Stewart, Mary. *The Wicked Day*. Published: 1983. Adult Long. More Tbns. RC 20205. Avail: (AZ1A) 7. Male Reader: Smith, Merwin
A vivid retelling of the story of Mordred, bastard son of King Arthur and his half-sister. This version portrays Mordred, who Merlin prophesied would be Arthur's doom, as a victim of fate rather than a dastardly traitor. Follows "*The Crystal Cave*" Rd 11453, "*The Hollow Hills*" RC 6788, and "*The Last Enchantment*". RC 13831. Bestseller 1983.

Sutcliff, Rosemary. *The Road To Camlann*. Published: 1982. Young Adult Juvenile Short. Level: 6-9. RC 20113. Male Accented Reader: Martin, Tom
Retells the tragic story of the last days of Camelot. The evil Mordred, illegitimate son of King Arthur, plots to bring about the downfall of Camelot and the Round Table. Sequel to "*The Light Beyond The Forest*". RC20071. For grades 6-9 and older readers.

Sutcliff, Rosemary. *The Shining Company*. Published: 1990. Adult Young Adult. Level: J&S. Has had RC 33167. Male Reader: Sofer, Andrew
Sutcliff tells a stirring tale based on "*The Gododdin*," the earliest surviving North British poem. Set in the year 600, the story is told by Prosper, who, with his body servant Conn, joins Prince Gorthyn as a shield bearer. The prince has enlisted in a company formed by King Mynyddog of the Gododdin in an effort to unite the British kingdoms against the ever/present Saxon threat. For junior and senior high and older readers.

Sutcliff, Rosemary. The *Sword And The Circle*. Published: 1982. Young Adult Juvenile Short. Level: 6-9. RC 19966. Male Reader: Martin, Joe
Retells the adventures of King Arthur, Sir Lancelot, and other Knights of the Round Table. When the boy Arthur pulled the mysterious sword from the stone, he changed his destiny and Britain's forever. This account tells about Arthur's reign as king, his marriage to Guinevere, the magic of Merlin, and the evil of Morgan La Fay. For grades 6-9 and older readers.

Sutcliff, Rosemary. *Tristan And Iseult*. Published: 1971. Juvenile Short. Level: 6-9. More Tbns. RC 41339. Female Reader: Buzzard, Madelyn
A retelling of the ancient Celtic tale about the tragic love affair of a red-haired warrior and the Princess of Ireland. For grades 6-9. Rerecord of Rd6065.

Terlouw, Jan. *How To Become King*. Published: 1977. Juvenile Short. Level: 5-8. RC 15417. Male Reader: Crothers, Joel

Seventeen years after the old king of Katoren dies, a cheerful, intelligent, and confident boy aspires to win the crown. The seven ministers of the government test him with seven insoluble problems. A satirical, contemporary tale for grades 5-8 and older interested readers.

Thurber, James. *Many Moons.* Published: 1943. Juvenile Short Level: 3-6. RC 39639. Male Reader: Askey, Bob
Princess Lenore, who is 10 going on 11, falls ill from eating too many raspberry tarts. When her father, the king, promises her anything that will make her well, Princess Lenore asks for the Moon. For grades K-3. Caldecott medal. Rrcd Tb4446.

Tom Thumb. *The Story By The Brothers Grimm.* Published: 1973. Juvenile Short. Level: K-3. RC 07883. Male Reader: Hagen, Ray
A boy, "no bigger than a thumb", is born to an old couple. He never grows any larger, but still manages to have many adventures. Grades K-3. Also included in RC/RD11751.

Turska, Krystyna. *The Magician Of Cracow.* Published: 1975. Juvenile Short. Level: K-3. RC11927. Male Reader: Backman, George
A magician who wants to go to the moon sells his soul to the devil to get his wish. An old Polish folk-tale. For grades K-3.

Valen, Nanine. *The Devil's Tail.* Published: 1978. Juvenile Short. Level: 3-6. RC 14538. Avail: (Az1a) 4. Female Reader: Toren, Suzanne
Retelling of the humorous French tale of three brothers who find a stranger frozen in the snow and take him home to thaw out. In the events that follow, the entire village has the devil to pay when they discover the identity of the stranger. For grades 3-6.

White, T.H. *The Book Of Merlyn (#5 Once & Future King).* Published: 1988. Adult Short.
RC 37894. Male Reader: Horton, John
Begins with an aged and weary King Arthur sitting alone in his tent at Salisbury awaiting his last battle. Merlyn comes to renew their master-pupil relationship and to assure Arthur that legend will perpetuate the Story Of The Round Table.

White, Terence Hanbury. *The Candle In The Wind (#4 Once & Future King).* Published: 1958. Adult Short. RC 19288. Male Reader: Scourby, Alexander
Chronicles the downfall of the Round Table and the end of the golden age of Camelot. King Arthur entrusts his cherised dreams to a young boy who will become Sir Thomas Malory. Completes the Arthurian Legend begun with "*The Sword And The Stone*" RC19285, and continued in "*Queen Of Air And Darkness*" RC 19286, and "*The Ill-Made Knight*" RC 19287. 1958. Rerecord of Tb2918.

White, Terence Hanbury. *The Ill-Made Knight (#3 Once & Future King)* Published: 1958. Adult. RC 19287. Male Reader: Scourby, Alexander
Part 3 of "*The Once And Future King,*" a retelling of the Arthurian Legend. The ill-made knight is Sir Lancelot, and the course of his life is traced from boyhood through the years of his love for Elaine and Guinevere. He also performed the miracle of healing Sir Urre. Followed by *Candle in the Wind.* RC 19288. 1940. Rerecord of Tb3394.

White, Terence Hanbury. *The Queen Of Air And Darkness (#2 Once & Future King)*. Published: 1958. Adult, Young Adult Short. RC 19286. Male Reader: Scourby, Alexander
Part 2 of "*The Once And Future King*," a retelling of the Arthurian Legend. The boy king known as Wart is now a mature King Arthur fighting against other kings for recognition. Much action takes place in the kingdom of Lothian and Orkney.

White, Terence Hanbury. *The Sword In The Stone (#1 Once & Future King)*. Published: 1958. Adult. RC 19285. Male Reader: Scourby, Alexander
The first part of "*The Once And Future King*," a retelling of the Arthurian legend. This work, a mixture of fact, fantasy, legend, history, and wit, relates the education of the young king by Merlyn, his tutor, who instructs him in all branches of medieval art and magic. Followed by "*The Queen Of Air And Darkness*." RC19286. 1939. Rerecord of Tb2919.

Williams, Jay. *The Wicked Tricks Of Tyl Uilenspiegel*. Published: 1978. Juvenile Short. Level: 4-7. RC 17394. Female Reader: Klinkhammer, Tina
Four humorous tales about a Dutch folk hero, a light-hearted rogue who performs outrageous tricks. Includes a Christmas Story in which Tyl tricks the Spanish soldiers attacking a starving Dutch town into feeding their own sumptuous Christmas dinner to the hungry Dutchmen. Grades 4-7 and older readers.

Wolff, Patricia Rae. *The Toll-Bridge Troll*. Published: 1995. Juvenile Short. Level: K-3. RC 42497. Male Reader: Carpenter, Steven
Luckily for Trigg, the troll who lives under the bridge is not very smart. As Trigg crosses the bridge on his way to school, the troll demands to be paid, and Trigg outsmarts him with riddles. After 3 days, though, Trigg is afraid his luck will not last. For grades K-3.

Yolen, Jane. *The Girl In The Golden Bower*. Published: 1994. Juvenile Short. Level: P-2.
RC 40771. Female Reader: Giannarelli, Laura
A widowed king leaves on a hunting trip and never returns. His castle falls to ruin, and it is said that a wild beast now lives there. Meanwhile a frail young woman, who doesn't know who she is, comes upon a woodsman. After they marry and have a child, a sorceress comes into their lives, searching for a charm she is sure they have. For Preschool-grade 2.

Zelinsky, Paul O. *Rumpelstiltskin*. Published: 1986. Juvenile Short. Level: P-2. RC 25470. Male Reader: Gould, Gordon
A lively retelling of how the miller's daughter and her faithful servant outwit *Rumpelstiltskin*. For Preschool to grade 2. This is a replacement for CB182 - the edition by the Brothers Grimm.

Zemach, Margot. *The Three Wishes*. Published: 1986. Juvenile Short. Level: K-3. RC 26264. Female Reader: Caruso, Barbara
In this Old English Tale, a loving woodcutting couple rescue an Imp from a fallen tree and receive three wishes in gratitude. When the husband foolishly wishes for a pan of sausage, it seems as if their good luck will mean nothing but trouble. Grades K-3.

RESOURCES FOR READERS OF THE ROUNDTABLE

INTERNET RESOURCES:

http://www.ncsa.uiuc.edu/Edu/RSE/RSEblue/arthur/artidu.html
Arthurian Legends: a web based interdisciplinary approach for secondary school educators. Includes lesson plans for interdisciplinary teaching of Arthurian legends and subject matter. An online game called first knight quest would be a good young adult activity.

http://dc.smu.edu/Arthuriana/
Arthuriana homepage for scholarly works of all kinds on King Arthur, literary, mythological, and historical. You can also access Arthurnet through this site. If a person doesn't mind getting loads of e-mail, this is a good place to get information on Arthur and the middle ages. I would recommend it for YA's. A lot of the members are intersted in very scholarly material, but there are a number of high school students and other people who just have a nonprofessional interest in the genre. There are links from Arthuriana which will get you to films, art, stories, and other items of interest, also including products you can buy. Check out "*Medieval world bibliographies*". They are written by a librarian and include juvenile and YA lists. One of the sites indicated here is the Labyrinth. This includes classical and Arthurian mythology and legends.

http://bcn.boulder.co.us/library/bpl/child/booklook/booklook/htm
Book Look: The many realms of King Arthur, from Boulder, Colorado, gives connections to a traveling exhibit of Arthurian treasures from ALA. There are classroom connections and bibliographies, plus general information on the period.

http://rodent.lib.rochester.edu/Camelot/cphome.htm
This is called the Camelot Project. It also gives sites related to Robin Hood and related exhibits. Much of the info is scholarly and monitored by Arthurnet folks, but the links will get you lots of other places. Angelcynn: Anglo-Saxon living history 400-900 A.D. Recreations of life in the dark ages, including some photos of artifacts or reproductions. A lot of text on the period.

http://www.sca.org
This site will help you locate a Society for Creative Anachronism group near you and/or give you other information on the organization. Each region of the country is in a "kingdom": Arizona is in the kingdom of Atenveldt, which also includes parts of California and Nevada. Kentucky is included in the Middle Kingdom, or Midrealm, the oldest of the kingdoms, and includes a number of other states as well. You should click on your "kingdom" area, and then can get names of current officers, activity dates, and specific information regarding fighting reenactments, crafts, fairs, and so on. Some of these sites change over time, but the general sca.org will tell you what are the most current names or addresses, etc. Some local city or regional groups even have their own homepages.

ON THE FOLLOWING PAGES are reproductions of pertinent materials distributed at a workshop entitled: SERVING THE PHYSICALLY CHALLENGED.

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Workshop for Serving Patrons with
Physical Challenges and Other Disabilities

Tempe Public Library, November 15, 1994

SEVERE EMOTIONAL DISABILITIES AND BEHAVIORAL DISORDERS

An understanding of the cause probably won't be available to you.

Yet patience to deal with these youngsters comes from understanding their problems and their needs.

First, know that the parents are most likely as frustrated as you are when the child behaves inappropriately and won't respond to "normal" discipline. Parents are not always to blame when children exhibit severe emotional disabilities or behavioral disorders.

Second, it is not a primary function of schools to teach coping and strategy skills for the real world. School staff hand out consequences for inappropriate behavior, but often don't understand the source of the child's problem.

So, remember children who behave poorly in a library most likely behave poorly at home and at school. These children are identified early by families and school staff, but little is done to help them until the intermediate grades. These children are used to being in trouble and may be "immune" to typical discipline measures such as:

1. Asking the child to sit down or be quiet
2. Diverting the child's attention to something else
3. Repeating warnings about what will happen if a rule is broken.

It may help you to understand that they don't care if they break a rule. In fact, sometimes they break rules on purpose, just for the joy of it, because that's what they know how to do best.

Finally, what happens is that behavior management becomes a priority over academic learning. Soon the teacher is forced to focus on CONTROL, and not on teaching. After all, the child can't be allowed to disrupt the class or library and disturb the other children so that they cannot learn.

Suggestions for routine problem solving:

- Use a team approach to be proactive.
- Teams foster pooling of experience and expertise.
- Develop shared responsibility for successful interventions.
- Devise a plan and implement it to provide immediate assistance for staff when the need arises.

* * * * * *

IT HELPS TO KNOW

Parents and school staff alike have a rough time teaching these children social skills.

Understand these children do not have social skills. They don't usually recognize social cues. For example, they don't recognize a look of annoyance on someone's face and know that this person is about ready to explode. They often can't tell they're being obnoxious.

In our state cultural and language barriers further compound our difficulties in reading these children.

They dislike change, or any kind of transition.

Remember, these children are used to negatives.

Often, they become angry for no apparent reason.

If you say, "Use an inside voice, please. You're disturbing the others," it probably won't make an impact. It may be a waste of your breath and time.

Often these children want to be included in a group, or participate in story hour, but they go about it all wrong. They're boisterous and don't wait to be asked to join. Instead, they brag about how good they are, or do something to call negative attention to themselves.

These children are often suspended. They're used to not being allowed to go to school. Usually there is very little support for them through counseling.

They prefer structured environments.

They're easily distracted. What's a distraction:

- something hanging from the ceiling
- voices
- music
- noise - phones, copy machines, traffic, air conditioners
- movement
- decorations on the walls

* * * * * *

OH MY GOSH, WHAT SHOULD I DO?

What do you do with these challenging little people when they're yelling at the top of their lungs, or jumping up and down during story time, or throwing books, or picking fights?

Maintain eye contact as much as possible when speaking.

Speak in short sentences. Keep your voice even and soft.
They're used to yelling and grumpy voices.

Keep instructions very simple. Pause between sentences. Watch closely to see if the child is able to concentrate on what you're saying.

Don't ask, "Do you understand?" They'll usually say yes, because they think they do understand. A better way to check for understanding is to ask, "Can you tell that back to me in your own words?"

Use lots of visual cues when instructing. It is preferable to describe something fixed and colorful on a wall.

> "The books on dragons are under the big red balloon on the wall." (Point as you look at the balloon) rather than saying: "To find the books about dragons, turn left at the third row of books."

Ask the child to accompany you to find a book. Talk to the child on the way to the shelf.

Include these children in smaller groups rather than larger groups whenever possible.

Announce any changes in schedule, routine, or room assignments as much in advance as possible.

Assign the child a task to be of assistance to you whenever appropriate. "You look like a pretty smart kid to me. How would you like to help me take things off the bulletin board?"

Avoid touching. Sometimes the children are tactile defensive. They may perceive a touch as a threat.

Act cautiously when including these children in group games, or something similar to team sports, as these types of activities are usually overwhelming.

Ask the child if he or she needs a quiet, alone place to calm down.

Focus on the positive as much as possible. Instead of saying, "Please don't write in the books." Try saying, "I'm glad you're in the library today." (Try to look sincere!) Then ask what school the child attends. After developing a little rapport with the child, explain writing in books is like destroying property, not a good thing to do.

SUGGESTIONS ON SERVING THE DISABLED

From: Serving the Disabled
By: Keith C. Wright
Judith F. Davie

PEOPLE WITH DISABILITIES:

Do Not:

Assume they want information about disabilities.

Ignore the person with the disability and speak only to someone who is accompanying the disabled.

Assume disabled people will not be interested in sports, exercise, sex, or any other normal activity.

Do:

Find out what they want and help them get what they need in a format they can use.

Pay attention to the disabled individual; talk to them just as you would any library patron.

Allow the individual to state his or her interest and help the person to find the needed information.

PEOPLE USING A WHEELCHAIR:

Do Not:

Stand above the individual, constantly looking down on them.

Touch or offer to push the wheelchair without being asked.

Assume that all parts of the library are accessible.

Do:

Assume a position that will allow eye contact with the individual on the same level. Pull up a chair, sit down.

Remember, the chair is a part of the personal space of the individual. Use the same manners towards the person's chair, crutches or cane.

Know what parts of the library and its resources can be used by persons in wheelchairs and be ready to offer assistance by bringing materials or programs to the individual when necessary or requested.

AN OLDER PERSON

Do Not:

Assume they can see and hear as well as younger people.

Assume they will want large print items or enlarged materials.

Assume they have an interest in health and income issues.

Only allow for the normal amount of time when helping the person.

Do:

Allow for vision and hearing loss. Be prepared to speak up and to repeat words, if necessary.

Remember, an individual may not wish to admit they have a visual or hearing problem.

Let the individual tell you what he or she wants.

Allow for physical impairments which may cause the individual to take more time to move about, adjust to using a device, or carry out an activity.

HEARING IMPAIRMENT:

Do Not:

Assume every person with a hearing loss uses American Sign Language.

Speak in an exaggerated manner or much slower than usual so they can lip read.

Stand in a glare where your face cannot be seen or obstruct the view of your mouth.

Assume that you understand and are understood.

Do:

Approach the individual so he or she can see you. Ask if you can be of assistance.

Speak normally or a bit slower and be prepared to repeat that is said or write it on a piece of paper.

Keep hands, glasses, and other objects away from your mouth while talking. When in doubt about meaning, write it down.

VISUAL DISABILITY:

Do Not:

Assume that the individual knows his or her way around the library.

Imagine that the person can see the expression on your face.

Put your hand out to shake hands or touch the person without being asked to do so.

Touch or pet a seeing eye dog, even if the dog "begs" for attention.

Assume he or she will want to use your special reading machine for the blind or the talking book service.

Do:

Approach the individual so that you are facing him or her and ask if you can be of assistance.

Make sure your attitude can be heard in your voice. Put a smile, welcome, and helpfulness in your voice.

If the individual asks to be guided to a particular area, stand next to or slightly ahead of the person and ask him or her to take your arm.

Be aware of the dog and the requirement that room will need to be made for the dog in hallways, library stacks and at tables.

Find out what the individual wants. If a special machine seems appropriate, suggest it or any other special services.

Parent Information Network

Purpose of PALS (Parents Are Liaisons to Schools)

Active parent involvement with schools benefits student performance. Parent participation is needed for team decisions in special education meetings which makes it even more important for parents to be involved with their child's school. The best parent-school relationships are built on a foundation of mutual respect and trust.

Since parents are often considered as "consumers" of special education services, parent input is needed at the state level prior to finalizing the state special education plan. In 1988, in an effort to increase parent involvement in Arizona's schools, the Arizona Department of Education/Special Education Section (ADE/SES) formed a steering committee of parents called PALS. The goals for PALS include:

- **providing ADE/SES with feedback on special education issues from parents in their district;**
- **providing assistance and support to other PALS members;**
- **updating local parents and special education directors regarding information ADE/SES provides, including legislation, funding, etc.;**
- **encouraging parents to become aware of the legislative process as an avenue of change;**
- **networking with their special education director following PALS meetings regarding PALS initiatives and action plans; and**
- **working with their local district to increase parent involvement at all levels.**

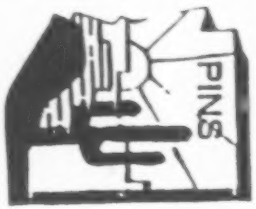
How PALS Representatives Are Selected

The Arizona Department of Education/Special Education Section, identifies schools with on-going parent involvement and requests those districts to nominate parents willing to work with ADE/SES staff and regional Parent Information Network Specialists (PINS). The focus is to work toward increased parent involvement statewide. From the nominations received, PALS members are selected to represent parents of students in special education. To balance the representation, consideration is given to parents of various age students and disabilities, ethnicity and geographic region.

Role of PIN Specialists

PIN (Parent Information Network) Specialists were initially hired by the ADE/SES in March 1991, as part of a pilot project, to serve as liaisons between the PALS and parents from schools in their region, and the state. The pilot project later became an integral component of the Parent Information Network. Another role of the PIN Specialists is to provide parents with requested information on relevant special education issues. PINS are intended to be the "connection" between parents, the ADE/SES and districts, for relaying information on timely issues, training needs, etc. They are available as regional contacts for other parents by:

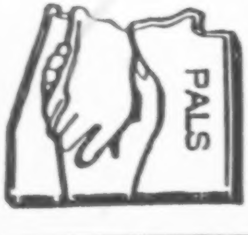
- **providing general assistance to local parents and school administrators;**
- **exchanging information on ...**
    - **- status reports for current legislation and proposed legislation**
    - **- local or regional resources, services and other allied organizations; and**
- **assisting to establish or strengthen local parent support groups or special education advisory committees.**



Parent Information Network

Arizona Department of Education

Special Education



Arizona Department of Education • C. Diane Bishop, Superintendent of Public Instruction • September 1994

Parent Information Network (PIN) Specialists

Northern Arizona
Becky Raabe
P O Box 3004
Flagstaff, AZ 86003
602-526-2566

Central Arizona
Rita Kenison (interim)
ADE/SES
1535 W Jefferson
Phoenix, AZ 85007
602-542 3852

Southern Arizona
Shirley Hilts-Scott
400 W. Congress, Ste 241
Tucson, AZ 85701
602-749 3942

ADE/Special Education Section Facilitators:

Rita Kenison Coordinator
ADE/SES
1535 W Jefferson
Phoenix, AZ 85007
602-542 3852
800-352 4558

Northern Arizona
Bill Makela
602-778-6717

Central Arizona
Rita Kenison
602-542-3852

Southern Arizona
Dick Dowell
602-628-6333

Northern Arizona PALS Members
Frank & Vernell Bizardi - Kayenta USD
Jefferson & Marinda Cheney - Whiteriver USD
John Jenkins - Prescott USD
Linda Honahni - Tuba City USD
Alice Lattimer - Cottonwood-Oak Creek ESD
Verna Talieje - Peach Springs ESD
Michele Smith - Holbrook USD
Central Arizona PALS Members
Jerry & Carla Alexander - Miami USD
Lorraine Brady - Scottsdale USD
Gena Carnicom - Parker USD
Elizabeth Lubbering - Tempe UHSD
Jane Ellen Reid-Parks - Casa Grande ESD
Andrea Simpkins - Tolleson UHSD
Charles Rahill - Mesa USD
Southern Arizona PALS Members
Sofia Celaya - Santa Cruz Valley USD
Barbara Comaduran - Benson ESD and UHSD
Mike Lewis - Indian Oasis-Baboquivari USD
Pamela Miller - Tanque Verde USD
LaRue Mirr - Altar Valley ESD
Teri Rademacher - Yuma ESD
Roberta Vanover - Arizona Schools for the Deaf and the Blind

PARENT INFORMATION NETWORK (PIN)

The Parent Information Network was formed to promote positive parent/school partnerships statewide by:

- **establishing a statewide information network of parents (PALS) to support and/or respond to state special education issues;**
- providing technical assistance to parents;
- **increasing public awareness regarding special education issues and parent/professional collaboration;**
- **collaborating with professional associations, parent organizations, and the Arizona Department of Education/Special Education Section; and**
- **assisting educators in discovering the benefits of collaborative parent/professional involvement.**

<o>

NETWORK CLEARINGHOUSE

The PIN Clearinghouse is a resource service of information available to parents, educators and support groups on topics such as:

- community resources
- **disability awareness**
- **educational rights**
- **evaluation/testing**
- **ESY - extended school year**
- **IEPs - Individualized Education Program**
- **integration**
- **LRE - least restrictive environment**
- mediation
- model programs
- **parent support groups**
- **parent rights training**
- **conferences**
- **program options**
- **related services**
- **transition**
- **transportation**
- **vocational education**
- **vocational rehabilitation**
- **available resources**

Resources may be requested from one of the Parent Information Network Specialists listed on the adjacent panel.

PIN Specialists are under contract to the Arizona Department of Education, Special Education Section. There are no fees for services render[illegible]hin Arizona.

BEST COPY AVAILABLE

Reach Out To Let Them In: Programs In Libraries For Children And Youth With Special Needs

This program was sponsored by ASCLA Libraries Serving Special Populations Section, Library Service to People With Visual or Physical Disabilities Forum; PLA; YALSA; ALSC. The following paper was presented at the program.

Serving Children with Special Needs

Presented by Sherry Norfolk, Youth Services Coordinator, DeKalb County Public Library, Decatur, Georgia.

Several years ago, I was invited to tell stories at a school for children with special needs. There would be 260 young people, ages 4-24, representing a whole spectrum of disabilities-visual impairments, hearing impairments, developmental delays, multiple physical disabilities and more.

My first reaction was "overwhelm" -how could I possibly tell stories successfully for this audience? I think that "overwhelm " is often our reaction when we begin to think about serving children with special needs.

But public libraries are committed to serving the information needs of all citizens by uniting available, affordable, and accessible information with a widely diverse community. And, as you know, providing access for disabled children requires major adaptations of environment, facilities, services, staff, and materials.

So it's easy to get overwhelmed when we consider all of these requirements. We have to have money, time, space, training, materials and most of all dedication and desire to serve a very special clientele. We have to learn about all kinds of things they never taught us in library school, and we have to find a way to integrate all of this into the existing services of the library. Whew!

It's easy to say, "Let's forget it. Too much trouble, and besides, my library doesn't have any patrons with special needs." Have you ever heard that one? Yeah, that sentiment is out there-not in this room, of course. But some librarians would like to believe that because the patrons with special needs don't make themselves known, or don't currently use the library, then there is no reason to provide services for them. That may even be the case with your administration or board of trustees.

But if we don't provide services for special needs patrons, they can't use the library. After all, if you couldn't reach the stacks, or find materials accessible to you, or hear the program, or participate in the activities, or if the staff were inconsiderate or rude or visibly uncomfortable with serving you, you probably wouldn't be using the library either. But you would still exist and still need library services that were tailored to our needs.

It's more than likely that there are potential patrons with special needs in your community and that if you create services that are accessible and meaningful to them, they will use them.

After all, each year approximately 235,000 children in the United States are born with physical, mental, and social disabilities that threaten their chances of developing their full potential. Thousands more are disabled through accidents or illness. Some of these children are diagnosed with cerebral palsy, spina bifida, autism, or Down syndrome. Some have multiple disabilities, and still others are developmentally delayed, placing them at risk for slow development. All of them deserve library services that help them maximize their potential, integrate into the mainstream, and lead joyful, enriched lives. That's the goal, but how do we get there?

I have a theory, and I think it will be borne out in the presentations this morning. In all successful programming and services for children with all sorts of special needs, one pervasive precept applies which make them effective: they focus on ABILITY, not DISABILITY. My theory is that if we focus on the ABILITIES of our patrons-on what they can do and what they can achieve we will provide positive, meaningful library services and experiences. If we focus on the DISabilities, we are focusing on negatives which can only produce negative experiences.

We need to develop our collections, our programs, our attitudes in response to the positives. For instance, a child who is visually impaired can hear, can feel, can talk, can walk. What she CAN do will help us develop services to meet her needs. Instead of saying, "Well, she can't see, so we can't use anything visual in our program," we say, "She can respond to sound cues and kinesthetic cues; she can sing and dance and play rhythm band instruments and listen to books on tape an enjoy described videos." We can then begin to develop a array of services, that meet her needs, that challenge her senses, that expand her horizons, and that include her in the mainstream experiences of the children.

Knowing what the child CAN do allows us to choose appropriate materials for the collection, to create accessible environments, and to present programming that helps the child explore and interpret the environment.

I can hear what you're thinking: that's great for this particular child. But, having created special services to meet her needs, we're no closer to serving the child who can't hear, or the child who is in a wheel chair, or the visually impaired child with cerebral palsy. Each of these children is unique with a set of abilities to identify and respond to. The task is monumental. It requires understanding, perception, creativity, consideration, and education to serve successfully the needs of all of your patrons. So what else is new? You're already doing that every day. Every child's needs and wants and abilities are different-this is simply a case of "more so."

Actually, it's not as tough as it sounds. Keep in mind the simple idea that you're identifying what children CAN do and building their library experiences around these abilities. Let's say you're planning an inclusive preschool story hour. Several of the children have no disabilities; one child has cerebral palsy and is confined to a wheelchair, unable to control her arms or legs; another child has very limited vision and walks with braces; still another child has an 85% hearing loss, even with hearing aids; and one child has Down syndrome. What on earth can you do that will meet everyone's needs?

Well, they can all enjoy big picture books, especially if you choose those with lots of white space and heavy black outlines that help the visually impaired child perceive the pictures. The clear visual will also help the child with hearing impairment to interpret the story. Speaking slowly and clearly, with your face fully visible to the hearing-impaired child, will help him interpret verbal clues and will give all the children time to internalize the story, create images, and respond appropriately. You can build in participation with rhythm band instruments or get everyone dancing-you can "dance" with the wheelchair and the crutches, too, you know. Add a group craft activity, an adaptive computer game, manipulative puppets or toys-you know what? The possibilities are endless. When you really stop to think about it, you can include almost any activity, simply by developing creative ways to adapt that activity to the abilities of each child.

In Programming for Serving Children With Special Needs, published by the Association for Library Service to Children, you can find specific ideas for serving children with specific challenges. The pamphlet provides brief definitions of particular conditions and helps identify the variety for activities and materials that librarians can use to create meaningful, enjoyable library experiences. A quick scanning of these ideas will help you get started in the right direction, and your own experience in working with children will lead you further.

My point is that we don't have to create a separate philosophy of library service to children with special needs, or even create separate services. We do have to adopt the attitude that children with special needs are desirable clientele who deserve quality library services, and we do have to recognize and respond to the unique abilities of each child.

In order to do this successfully, a library must begin with staff attitude-not just the attitude of the children's staff, but the entire staff, from the director to the custodian. Since many attitudes related to disabled persons are at an unconscious level, it may be necessary to engage in some "consciousness raising" concerning the staff's and group-reinforced attitudes.

In The Unexpected Minority: Handicapped Children in America, by John Gliedman and William Roth, the authors conclude that Americans with disabilities are the targets of social and political oppression that is often more damaging to their lives than are their physical disabilities. And in *Handicapping America*, Frank Bowe points out that the real barriers placed in the way of disabled people are not architectural-they're attitudinal.

Before we can deal with our role as service providers to patrons with special needs, we must examine our own attitudes in terms of how we perceive and respond to our fellow human beings. The realization that all people have stereotypes concerning other people is an essential first step in any attitude change. Disabled people face stereotypes because many of us grew up without daily face to face contact with disabled peers. Disabled persons then become "strangers" who are unknown-and we tend to create stereotypes to deal with the unknown.

One of the most harmful stereotypes is termed "spread." Spread happens when an individual meeting a disabled person assumes that the person not only has a disability, but is disabled in all areas. You've probably observed this happening when people raise their voices to be heard by a blind person. Spread tends to depersonalize the disabled into "one of those," and incidentally, focuses on the negative factor (the inability to do something). So again, focusing on what the individual can do is a crucial part of developing positive staff attitudes.

Some stereotypes arise from fear of anything different of any person seen as "not like me." Some disabling conditions cause individuals who have them to paper to be different. The physically disabled, the individual with cerebral palsy, the blind or visually impaired, can usually be identified visually as "not like me." Deafness and hearing impairment have been called invisible disabilities because these disabling conditions are not immediately obvious to the casual observer.

Stereotypes arising from psychological fears of difference are not readily reduced by sharing information about disabilities. These attitudes must be modified through experience of disabling conditions and contact with disabled persons. Simulating disabling conditions can be a useful tactic. Pre-school teachers and children's librarians are often told that viewing the classroom or library from the perspective of a child can be helpful, so they sit on the floor to get a child's eye view. In a similar manner, staff members can simulate various disabilities.

There are many sources for simulation exercises. Let me stress, however, that the simulation experience should assist the participation in finding out not only what cannot be done, but also what can be done by the person with the specific disability.

I strongly suggest bringing in a consultant to help your staff understand and modify their attitudes, learn positive ways to relate to patrons with special needs, and therefore be better able to welcome and serve an expanded clientele. In the handouts, I have included a list of organizations which may be able to provide free or inexpensive staff training. There are also a couple of lists of practical "do's and dont's " that might help you get your staff started in the right direction.

Fine...your staff is trained, willing and able to serve children with special needs: so what exactly are you going to do? Perhaps the best way to figure out what services are needed and useful is to include persons with special needs and their parents in the preliminary planning process. It is also useful to consult the experts in your community: the local school system, clinics and children's hospitals, March of Dimes, Lekotek, and any camps or day care agencies that specialize in serving children with special needs.

With the input of all of these people, you can see the "big picture" -you can see the whole array of services within your community, determine gaps in service, and design library services that enhance rather than duplicate existing programs.

Points to Remember

- Remember that a person who has a disability is a person-like anyone else.
- Treat adults as adults; call the person by his or her first name only when familiarity is extended to all others present.
- Relax. If you don't know what to do or say, allow the person who has a disability to help put you at ease.
- Explore your mutual interests in friendly ways. The person likely has many interests besides those connected with the disability.
- Talk about the disability if it comes up naturally, without prying. Be guided by the wishes of the person with the disability.
- Appreciate what the person can do. Remember that difficulties may stem more from society's attitudes and barriers than from the disability.
- Be considerate of the extra time it might take a person with the disability to get things said or done. Let the person set the pace in walking and talking.
- Speak directly to the person who has the disability rather than through a third party.
- Offer assistance if asked or if the needs seem obvious, without over doing it or insisting on it. Respect the person's right to indicate the kind of help needed.
- Keep a wheelchair or crutches within reach of the person who uses them.
- Push a wheelchair only after asking the occupant if you may do so.
- When pushing a wheelchair up or down steps, ramps, curbs, or other obstructions, ask the person how to proceed.
- Stand or sit next to a person's wheelchair rather than lean or hold on to it.
- Noticing an obvious disability is not rude; however, asking personal questions is always inappropriate.
- Do not be concerned if you use the words "walking" or "running" when talking to a person in a wheelchair, or "Do you see? when talking to a person who is blind. People who are disabled use these words themselves and think nothing of it.
- Do not avoid using words such as "blind" or "deaf" when associating with people with these disabilities. These people know that they have disabilities and do not need to be shielded from the facts.
- When talking with a person in a wheelchair for any length of time, it is better to sit down in order to be at the same eye level. It is very tiring for a person to look up for a long time. Never touch a wheelchair or crutch unless you are in a relationship where you would touch the person.
- Remember that if a person does not turn around in response to a call, it may be that he or she is deaf. A light tap on the shoulder to get a person's attention makes sense.
- Never gesture about a blind person to someone else who may be present. This will inevitably be picked up and make the person who is blind feel that you are "talking behind his or her back."
- Lip reading by deaf persons can be aided by being sure that the light is on your face and not behind you and by taking all obstructions, such as pipe, cigarettes or gum out of the mouth, keeping the lips flexible, and speaking slowly and without exaggeration. Additional communication could include body language, pantomime and gestures of all kinds, and written communication if necessary.

The Mid-Hudson Library System has published an expanded guide on this topic, "Now That We've Met, What Do I Say? General Guidelines for Communicating With Persons Who Have Disabilities." It includes recommended books, films, and videos. To obtain copies write or call: Mid-Hudson Library System, Outreach Services Department, 103 Market St., Poughkeepsie, NY 12601. Telephone (914) 471-6006.

The most obvious library service, of course, is the provision of information and materials in appropriate formats. For many years Braille books, talking books, and teletext services have been the profession's answer to this need. Recently technologies such as the Kurzweil reader-printer have begun to appear in libraries, along with captioned videos, described videos, closed circuit TV text enlargers, and more.

While these innovations add a new dimension to services for adults with special needs, they still do not do much for children. A visually impaired three-year old won't get much use from the Kurzweil or the CCTV, and captioned videos won't help the four-year old with a hearing impairment. There are still very few described videos or large print books for children.

What can libraries offer these children? Some of the answers are already sitting on our shelves: alternative formats such as read-along book/tape sets, books on tape, and big books are commonplace in libraries. Those reading alongs help meet the needs of children with learning disabilities, children who are developmentally delayed, and those who are print-handicapped. Big books and filmstrips are a fine way to share picture books with children with visual difficulties.

As you look at your collection, remember that children with disabilities have the same recreational reading tastes as their able bodied peers. They, too, look for funny books, scary stories, mysteries, and adventures–well written and well-illustrated books that depict the human condition in all its aspects. Offering a disabled child a book about someone with a disability, unless it is in response to a specific request, is presumptuous and should be avoided. While all children need to see themselves reflected in the pages of the books they read and to identify with the characters, they do not want or need to be limited to reading about those experiences with which they do not want or need to be limited to reading about those experiences with which they are already too familiar.

In addition to recreational reading, the library can provide the families of children with special needs with information in all areas of daily living. A core collection would include information about specific disabilities, rehabilitation, counseling, barrier-free design, and travel. The library can also provide referral services for parents and families of disabled children, helping them locate resources and identify the community agencies which can best meet the needs of their special child. By providing materials and services that help the family understand, accept, and interact with their child, you can have a very positive impact on the child.

Some of the answers lie in adaptive technologies that are fairly inexpensive. If you already offer educational computer games or multimedia software on a stand-alone PC, you can make these games accessible to children with multiple disabilities through the use of touch screens, intellikey keyboards, or modified track balls.

But to me, the real answer is in the opportunities we can provide to break the isolation patterns of children with special needs, to allow them to experience successful interaction with adults and nondisabled peers in order to develop a sense of well-being and self-worth, and to allow them to experience joy and play.

Are joy and play library functions? Well, typical library programming often includes play opportunities–interactive stories and songs, crafts, activities, movement. In programming for special needs children, these opportunities for play must be expanded.

Disabled children miss many of the experiences of childhood. From the ages of 1-6, nondisabled children learn to crawl and walk and run and skip. They imitate in their play the life they see and hear around them. Through play, children learn to understand themselves and their relationships to others, particularly children their own age. Through play, children relieve their tensions and act out some of their worries and hurts.

Through play, children learn to distinguish between what is real and what is imaginary. While children are acting out the grownup world, they know what is make-believe. This is an important developmental concept, one that can't be skipped during the journey to adulthood.

Staff Training Resources:
A Start-Up List of Agencies to Contact

Staff training in sensitivity and consciousness raising is essential to the provision of effective services to patrons with special needs. The following agencies may assist you in developing training that is appropriate and affordable for your staff.

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Especially concerned with the education of special needs children.

Federation for Children With Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
Can provide information on special education laws and resources.

Lekotek
1955 Cliff Valley Way, Suite 102
Atlanta, GA 30329
International organization provides resources and support services for families of disabled children.

National Information Center for Children and Youth With Disabilities
7926 Jones Branch Dive, Suite 1100
McLean, VA 20013
Collects and provides information about any type of disability.

March of Dimes Birth Defects Foundation (check for local chapter)
1275 Mamaroneck Avenue
White Plains, NY 10605

National Easter Seal Society (check for local chapter)
2023 West Ogden Avenue
Chicago, IL 60612

Also try local children's hospitals, child study centers, child development clinics, the medical school of nearby universities, United Way, local health department, and local school system.

Play experiences are often denied disabled children for several reasons:

- It is sometimes physically difficult or impossible for a disabled child to play with normal toys, thus requiring adaptive playthings;
- Many parents simply do not know how to play with a child who is disabled–they need guidance in facilitating positive productive play;
- Since disabled children may not initiate play or may not respond like non-disabled children, they are often deprived of the joy of wholehearted play.

We can open the doors to the childhood world of play. As librarians, we can find meaningful, joyful ways to share stories that help children distinguish between the real and the make-believe.

We can use activities that involve all of the senses–beyond picture books and puppets–we can offer touch, smell, taste. We can provide opportunities for parents and children to explore creative, joyful activities such as music, adaptive dance, and group crafts. We can model ways to play.

At DeKalb County Public Library, we offer a program called "Building Blocks," an informal family literacy program which introduces parents and children to the materials and activities that enhance the development of language and cognitive skills through play. The program is simple. When parents and very young children enter the room, they find the floor covered with toys and board books. The families play together with any toys they choose as the librarian moves from group to group, modeling appropriate language and play behavior. In addition, the librarian, who has received training from Lekotek of Georgia, provides support and training for parents in ways to play with their disabled children. After 30-40 minutes, the toys are collected while the children are distracted with soap bubbles and music, then the group forms for circle time. Children sit in parental laps as they all participate in songs, action rhymes, and interactive language play.

This is an inclusive program: able-bodied children play alongside and with disabled children. In addition to wooden puzzles and building blocks and balls and rhythm instruments and puppets, we provide a variety of specially designed toys that are adapted for use by disabled children.

After the program, families may wander into the children's room to try a computer program, using a special touch screen or a modified track ball to allow the disabled child to interact with the multimedia software. Or they might check out read-along books or board books to share at home.

During the program, a multitude of objectives has been achieved. The children and their families have been provided with a stimulating environment that enhances socialization, communication, and learning in an integrated community setting.

Children with and without disabilities have been exposed to meaningful and enjoyable opportunities with toys, books, technology, and communication. Children have expanded their frame of reference, stretched their horizons, and experienced joy. In other words, they have been provided with services that exemplify the primary objective of libraries, which is to enhance the quality of life and human development.

Keep in mind, you can design the most exciting, accessible and innovative program possible; you can attract thousands of families to the library to take advantage of your spectacular services; but unless the staff of your library is ready, willing, and able to open their arms and make these families welcome, it will never be enough.

"Points to Remember" (p.8) and "Staff Training Resources" (p.9) were handouts distributed at the program.[1]

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[1] Permission to reprint granted from American Library Association. Interface, Fall 1995,pp. 6-10.

Mainstreaming Special Needs Children in the Public Library

A Bibliography

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High/Low Handbook: Encouraging Literacy in the 1990's, 3rd ed. New York: R.R. Bowker, 1990.

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Richey, Cynthia K. *Programming for Serving Children with Special Needs.*, Chicago, ALA, 1993. (12pp).

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RESOURCES IN AREA LIBRARIES FOR THE PHYSICALLY CHALLENGED

	CHANDLER 786-2310	GILBERT 892-3141	GLENDALE* 435-4901 435-4801	MARICOPA COUNTY 605-4789	MESA* 644-2207	PHOENIX* 262-4766	SCOTTSDALE* 994-2476	TEMPE 350-5511	ASU	MARICOPA COMMUNITY COLLEGES*
LARGE PRINT	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES*
BOOKS ON TAPE	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES*
CLOSED CAPTION VIDEOS	NO	NO	YES	YES	NO	YES	YES	NO	YES	YES*
DESCRIBED VIDEOS	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO
TDD PUBLIC USE	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO
SCREEN ENLARGER PAC	NO	NO	NO	YES	YES	YES	NO	YES	YES	NO
PAC VOICE SYNTHESIZER	NO	NO	NO	YES	YES	YES	NO	NO	YES	NO
KURZWEIL	NO	NO	YES	NO	NO	YES	NO	YES	YES	YES/GCC
BRAILLE	NO	NO	NO	NO	NO	YES	YES	YES	YES	NO
OPTILEC	NO	NO	NO	NO	NO	NO	NO	NO	YES	YES/PVC

*CONTACT INDIVIDUAL LOCATION/BRANCHES FOR HOLDINGS

If you know of performers or resource people who are willing to work with libraries, please fill out a form and mail it to us.

If you have noted useful companies, materials and organizations for upcoming themes: "**READ ARIZONA" OR BRIDGES**, share it with the library community.

Mail your suggestions to:

Linda Caldwell McCleary
Department of Library, Archives & Public Library
Library Extension Division
1100 W. Washington
Phoenix, AZ 85007

RESOURCE PEOPLE

Contact Person:

Name:
Address:
Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

Contact Person:

Name:
Address:
Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performances:

RESOURCE COMPANIES/ORGANIZATIONS

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

Company or Organization Name:

Address:

Telephone:

Fax:

Description of Materials Relevant to ARP:

CATEGORIES FOR RESOURCE PEOPLE

ARTS & CRAFTS
AUTHORS
CARTOONISTS
CLOWNS
CREATIVE WRITING
DANCERS
DRAMA
FOLKLORIST
HEALTH
HISTORY
HOBBIES
ILLUSTRATORS
LECTURER
MAGICIANS
MUSEUMS
MUSICIANS
NATURE
PERSONAL IMPROVEMENT
POETRY READING/WORKSHOPS
PUPPETEERS
SAFETY
SCIENCE
SIGN LANGUAGE
SONG WRITER
STORY TELLERS
STUNT TEAM
VARIETY ACTS

RESOURCE PEOPLE
Listed by Category

ARTS & CRAFTS
Arboretum of Flagstaff
Doris Asano
Susan Corl

AUTHORS
Sarah E. Barchas
Joan Bourque
Lollie Butler
Dorothy Anderson Daniels
Margaret K. Garaway
Fatimah Halim
B. G. Hennessy
Heather Irbinskas
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Murray Shaw
Mary Ruth Shropshire
Jan Romero Stevens
Mariana Warner
Dorothy Hines Weaver
Diane Winslow

CARTOONISTS
Danny Handke
Steve Parker*
Stan Tang

CLOWNS
Aces Entertainment
DJ the Clown
Luv Clowns, Alice Stewart

CREATIVE WRITING
Kathryn Lance
Cynthia Lukas
Jan Mike
Joan Sandin
Gene Williams
Janet Winans*

DANCERS
Aloha Hoomalimali*
Berta Benally*
Folksteppers, Alice Stewart*
Phoenix Irish Step Dancers

DRAMA

FOLKLORIST
Keith Cunningham

HEALTH & SAFETY
American Heart Association,
Arizona Public Service (Carol Rosson*)
Terri Bowers
Coconino County Health Department
Coconino County Sheriff's Department*
Tom Marcellino
Dick Schick
Smokey The Bear, Woodsy the Owl

HISTORY
Arizona Historical Society, Pat Walton
Heard Museum
Society for Creative Anacronism*

HOBBIES

ILLUSTRATORS
Joan Bourque
Steve Crompton
Sylvia Long
Joan Sandin
Stan Tang

LECTURER
Deanne Lewis RN, CMS

MAGICIANS
Paul W. Estes of The Magicians
Kimberley Phelps
Jolly Roger
Dale E. Miller, Society of American Magicians
Presto Magic Studio, Barry Schor
Dick Schick
Susan Seats
Michael Steele
Allan Wade*

MUSEUMS
Arizona Science Center
Heard Museum

MUSICIANS
Mary Hollan (Singer & Pianist)
Ken and Lynne Mikell
Music Performance Trust Funds; Phoenix Federation of Musicians
Tony Norris
Quintessence Chamber Ensemble
"Loca Rosa" a.k.a. Tish Dvorkin
Jamie Showers (Consultant)
Southwest Brass, Russ Plylar*
String Sounds, Susan Smith
John Williams

NATURE
Penny Artio*
Arboretum of Flagstaff
Bureau of Land Management, Elroy Masters
K.E. Conway*
Thomas M. Marcellino
Mohave County Cooperative Extension, Jerry Olson
Phoenix Zoo*
Smokey the Bear - Woodsy the Owl
Steve Prchal*

PERSONAL IMPROVEMENT
Pris Merlene

POETRY READING/WORKSHOPS
Mariana Warner

PUPPETEERS
Flutterbys Puppets, Clair Radich*
Great Arizona Puppet Theater, Nancy Smith*
Dick Schick
Phyllis Vogelsong

SCIENCE
Arizona Science Center
Starlight Planetarium Productions, Brian DeWelles

SIGN LANGUAGE
Elaine Smith*

SONG WRITERS
Lon Austin

STORY TELLERS
John Abbott
Aces Entertainment
Dorothy Daniels Anderson
Sarah E. Barchas
Karen Black
Lollie Butler
K. E. Conway
Jill Detter
Don Doyle
Pam Faro
Dennis R. Freeman
Harlynne Geisler
Fatimah Abdul-Halim
Judy Norman
Anne Lee
Carol Merrill
Vi Meyer
Gloria Meyers
Ken Mikell
Nita V. Norman
Tony Norris
Pat Oso
Leticia Pizzino*
David A. Riggs
Martin Juan Rivera, Sr.
Leslie Eve Ross
Jeffrey Sadow
Mary Ruth Shropshire
Story Peddlers
We're Storytellers, Russell Mann
Joyce A. Story
Diane Winslow
Rosie Stevens Witcher

STUNT TEAM
Pro-Impact Stunt Team, Lance Lyons

VARIETY ACTS
Accent Entertainment, Larry Chebowski
Aces Entertainment
John Nolander
Michael Steele

Contact Person:

Name: **John Abbott**
Address: P.O. Box 187, Chino Valley, AZ 86323
Telephone: (520) 636-2025

Description of Performance:

Professional storyteller, tells adventure and ghost tales and legends of the Old West. Age level: Adult, Intermediate, Juvenile.

Fee Plus Mileage:

$350/Schools. Other negotiable.

Travel Range:

Arizona schools and libraries.

Past Performances:

Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elder hostel and schools internationally.

Contact Person:

Name: **Accent Entertainment, Larry Chebowski**
Address: 2111 South Industrial Park Avenue, Suite #106, Tempe, AZ 85282-1923
Telephone: (602) 967-7676 **Fax:** (602) 902-0669

Description of Performance:

Entertainment service with a variety of acts, including catering and decorating.

Fee Plus Mileage:

Depends on entertainer.

Travel Range:

Arizona.

Past Performances:

Various daycares, private birthdays, parades, fairs.

Contact Person:

Name: **Aces Entertainment**
Address: 3333 E. Indian School Rd., Suite. #1, Phoenix, AZ 85018
Telephone: (602) 956-5102 ext. 15 **Fax:** (602) 956-7208

Description of Performance:

Storytellers: Mother Goose, Mrs. Santa Claus, Clown Band Lynn "win" Roberts (instrumental and vocal act) ethnic bands, country western.

Fee Plus Mileage:

Call for quotes.

Travel Range:

Anywhere in Arizona.

Past Performances:

City of Phoenix, Scottsdale Center for the Arts, Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library.

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Contact Person:
Name: **Penny Artio**
Address: 1053 E. Moon Vista, Apache Junction, AZ 85219
Telephone: (602) 982- 6376

Description of Performance:
Formerly of AZ C.U.B.S. - Central United Bear Society. Presents educational programs about black bears in southwest and northern Arizona. Information includes what to do when a bear is encountered when camping or hiking. Uses video program, "Bear Aware".

Fee Plus Mileage:
Free, mileage negotiable.

Travel Range:
Negotiable.

Past Performance:
Recreational Equipment Company (REI), schools, A.A.L.E.

Contact Person:
Name: **Aloha Hoomalimali, Alice Stewart**
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs (602) 830-8124

Description of Performance:
Performs dances from Polynesian Islands, including Hawaii, Samoa, New Zealand, and Tahiti with appropriate costumes. The Folksteppers, dances of all nations, The LUV clowns, variety shows.

Fee Plus Mileage:
$100/45 minutes to 1 hour program.

Travel Range:
Metro Phoenix area; usually no mileage.

Past Performance:
Twin Knoll Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:
Name: **American Heart Association (Western Region)**
Address: P.O. Box 2434, Lake Havasu City, AZ 86405
Telephone: (520) 453-2616

Description of Performance:
Provides A.H.A. materials.

Fee Plus Mileage:
No program fee, contact for mileage.

Travel Range:
For information or your local A.H.A. for similar offerings for different age groups.

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City).

Contact Person:

Name: **Dorothy Daniels Anderson**
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462 or ddastory@worldnet.att.net

Description of Performance:

Professional author/storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:

Between $100-$300 per hour depending on distance and size of audience. Negotiable.

Travel Range:

All of Arizona.

Past Performances:

Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association.

Contact Person:

Name: **The Arboretum of Flagstaff, Steve Yoder, Education Director**
Address: P.O. Box 670, Flagstaff, AZ 86002
Telephone: (520) 774-1442

Description of Performance:

Variety of programs and crafts relating to plants. Example: seed workshops. Theme centers around "The Giving Tree" by Shel Silverstein.

Fee Plus Mileage:

Call for information.

Travel Range:

Northern Arizona.

Past Performances:

Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:

Name: **The Arizona Historical Society Museum, Pat Walton**
Address: 1300 N. College, Tempe, AZ 85281
Telephone: (602) 929-0292 ext. 137

Description of Performance:

Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Henry Garfias, Martha Summerhays, Lt. Henry Flipper, El Vaquero, Pleasant Valley ranch wife, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen, Addie Mae Carter.

Fee Plus Mileage:

$65 per presentation includes mileage. Outside 50 mile radius of Phoenix, contact for expenses-double fee for outside 50 miles.

Travel Range:
Arizona.

Past Performances:
Maricopa County Library System, Mesa Public Library, Chandler Public Library, Tempe Parks and Recreation.

Contact Person:
Name: **Arizona Science Center**
Address: 600 E. Washington Street, Phoenix, AZ 85004
Telephone: (602) 716-2000 **Fax:** (602) 716-2099

Description of Performance:
The Science Center offers outreach programs for students, teahers, and community groups. Student programs range from in classroom demonstrations on astronomy and chemistry to indoor/outdoor programs on science in the desert. Teacher programs are perfect for staff development and include topics such as: Desert Science, Preschool Science, and Physical Science. The Science Center's other educational resources and services include a Computer Clubhouse, Resource Department, and Mentor Program.

Fee Plus Mileage:
Vary

Travel Range:
Arizona.

Past Performances:
Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library.

Contact Person:
Name: **Arizona Public Service Company, Carol Rosson**
Address: P.O. Box 53999, Station 8418, Phoenix, AZ 85072
Telephone: (602) 250-3418

Description of Performance:
Electrical safety for elementary age children. Free kits for 1st through 4th grade; interactive lecture and video for 5th grade.

Fee Plus Mileage:
Free within APS service territory.

Travel Range:
Within APS service territory.

Past Performance:
Public schools in Glendale, Phoenix, Wickenburg, Scottsdale, Avondale, Paradise Valley, Clarkdale, Jerome, Flagstaff, Globe, Miami.

Contact Person:
Name: **Doris Asano**
Address: 1201 W. Seldon Lane, Phoenix, AZ 85021
Telephone: (602) 997-0679

Description of Performance:
Origami. (creative paperfolding)

Fee Plus Mileage:
Does not charge except for materials use. Mileage negotiable.

Travel Range:
Phoenix metro area.

Past Performance:
Dobson Ranch Library, Mesa Main Library, Arizona Museum for Youth, Phoenix Public Library.

Contact Person:
Name: **Lon Austin**
Address: 7361 W. Mescal, Peoria, AZ 85345
Telephone: (602) 979-8374

Description of Performance:
Songwriter, folksinger, and zen trained prevaricator. Can perform before all age groups. Lon and wife Sandra are also a resource for locating other valley area acoustic performers. Also performs with Dean Cook as "Arizona Raccoon Tours" and with Trail Dust, a group of 11 singers and storytellers.

Fee Plus Mileage:
Negotiable within Arizona.

Travel Range:
Phoenix Metro area.

Past Performance:
Sharlot Hall Museum Folk Festival, coffee houses, Peoria Public Library Folk Music series, campouts.

Contact Person:
Name: **Sarah E. Barchas**
Address: P.O. Box 246, Sonoita, AZ 85637
Telephone: (520) 455-5769

Description of Performance:
Author/Storyteller. Bilingual and Multicultural Storytelling and Song, Love of Reading. Age level: Preschool, Intermediate. Publications: *Pinata: Bilingual Songs for Children*, (cassette/book.) *Get Ready, Get Set, Sing!* (cassette/book), *I Was Walking Down the Road* (English/Spanish) *Todos, Listos, canten: canciones para ninos* (cassette book) (cd book).

Fee Plus Mileage:
$250 for 2 sessions. $300 for 3 sessions. Only occassionally.

Travel Range:
Tucson, Patagonia, Nogales.

Past Performance:
Large number of performances and workshops.

Contact Person:

Name: **Berta Benally**
Address: 6680 Columbine Boulevard, Flagstaff, AZ 86004
Telephone: (520) 527-1041

Description of Performance:

Native American Dance; Navajo Traditional and Intertribal Dance; Native American storytelling - winter time; Musical group - Black fire; School Residencies.

Fee Plus Mileage:

Negotiable.

Travel Range:

International and U.S.

Past Performance:

(1994) Luther Burbank Center; Santa Rosa California; Mesa Libraries; World Soccer Finals; Festival Internationale (LA); Smithsonian Institute; Rome, Italy; Norway; East Germany; Ohio; California; Washington D.C. and many other places.

Contact Person:

Name: **Karen Black**
Address: 5209 N. Tigua Dr., Tucson, AZ 85704
Telephone: (520) 888-3926

Description of Performance:

Storyteller of farm life, Southwest tales, folk tales, ghost stories, and campfire stories for all ages.

Fee Plus Mileage:

Negotiable.

Travel Range:

Tucson only.

Past Performances:

Iowa Storytelling Festival, libraries, Tohono Chul Park, Amphitheater District schools, and Churches.

Contact Person:

Name: **Joan Bourque**
Address: P.O. Box 1112, Cornville, AZ 86325
Telephone: 520-634-6606 **FAX:** 520-639-3483

Description of Performance:

School & classroom presentations for grades 2 through 9. Topics include: Who is the Strangest Creature in the Sea? Ocean Environments, Island Life, Author of *Dreams of Dolphins Dancing*.

Fee Plus Mileage:

$50.00

Travel Range:

Arizona

Contact Person:

Name: **Bureau of Land Management**
Address: 3189 Sweetwater Ave., Lake Havasu City, AZ 86406
Telephone: (520) 855-8017

Description of Performance:

Program which features information on snakes, snake safety, gila monsters, gila monster safety, and participants are allowed to view the rattlesnakes and gila monster in cages. For children 13 years and older the program will also include a desert wildlife slide presentation.

Fee Plus Mileage:

No program fee, contact for mileage.

Travel Range:

Contact for information.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library, Lake Havasu City.

Contact Person:

Name: **Lollie Butler**
Address: 2046 E. 5th Street, Tucson, AZ 85719
Telephone: (520) 622-2046

Description of Performance:

Author/Storyteller. Topics: Dinosaurs, Animals, Native Americans.
Age Level: Preschool, Intermediate, Teens.
Publications: *The Magical World of Dinosaurs, The Magical World of Prehistoric Animals.* Articles in *Ladybug* and *Cricket*.

Fee Plus Mileage:

$175/class; $225/half day; $350/day plus travel. $100-$150 + travel for libraries. Prices lower for schools near Tucson.

Travel Range:

Arizona.

Past Performance:

Tanque Verde Schools, Tucson Public Library, Children museums.
Recipient of the Arizona Commission of the Arts Award.

Contact Person:

Name: **Coconino Health Department**
Address: 2500 N. Fort Valley Road, Flagstaff, AZ 86001
Telephone: (520) 779-5164

Description of Performance:

"Safety programs," contact Tom Weathers at extension 25; Health program including Jody Coyote and Sugar Witch, contact Jenny Garcia at extension 53.

Fee Plus Mileage:

Free.

Travel Range:

Coconino County.

Past Performances:
Elementary schools, preschools.

Contact Person:
Name: **Coconino County Sheriff's Department**
Address: P.O. Box 39, Flagstaff, AZ 86002
Telephone: (520) 774-4523

Description of Performance:
Hug-A-Tree program. Teaches children what to do if they become lost in the woods; how to make themselves "big" for helicopters and searchers; and about survival kits.

Fee Plus Mileage:
Free.

Travel Range:
Coconino County.

Past Performance:
Flagstaff schools.

Contact Person:
Name: **K. E. Conway**
Address: P.O. Box 20706, Sedona, AZ 86341
Telephone: (520) 284-1074

Description of Performance:
Preschool and up presentation on whales and dolphins including story book, photo books, anatomically correct models of whales, discussion and listening to sounds of whales and dolphins--also video tapes, if VCR is available. Arts and crafts.

Fee Plus Mileage:
Small fee and mileage negotiable.

Travel Range:
Arizona.

Past Performance:
Sedona Public Library preschool story time with whale story, discussion, cassette taped whale sounds and baleen whale feeding demonstration. Cottonwood Public, Black Canyon Public, and Camp Verde Public Libraries.

Contact Person:
Name: **Susan Corl**
Address: P.O. Box 898, Patagonia, AZ 85624
Telephone: (520) 394-2926

Description of Performance:
Children's workshop on paper making, bookbinding for children, dolls, mask making and other crafts, cartoons, animation, Ukrainian egg decorating, corn husk dolls, bead work, quilts, gardening.

Fee Plus Mileage:
Negotiable for workshop, plus mileage, plus expenses. $200 a day.

Travel Range:
Arizona.

Past Performances:
Patagonia Public Library, Nogales, and Rio Rico Libraries. Very Special Arts Festival, Mesquite Grove Gallery.

Contact Person:
Name: **Jay Cravath**
Address: 10438 S. 45 Place, Phoenix, AZ 85044
Telephone: (602) 893-1482 **Fax:** 602-893-1482

Description of Performance:
Chautauquas For Kids Learning Adventures, the Music and Instruments of Arizona's Pioneers Parts 1 & 2, the Music of Arizona's Native Americans, Parts 1 & 2, a Thousand Years of Song: Trails of the Pueblo & Anthabascan.

Fee Plus Mileage:
Works through the Arizona Humanities Council. Programs are offered free by writing a simple grant. Call Arizona Humanities Council Speakers Bureau at 602-257-0335.

Travel Range:
Statewide

Past Performance:
Chandler Public Library, Sun Lakes Library, Phoenix Art Museum, Scottsdale Center for the Arts, Desert Caballeros Western Museum, Phippen Museum of Western Art.

Contact Person:
Name: **Steve Crompton**
Address: 8584-A E. Indian School Road, Scottsdale, AZ 85251
Telephone: (602) 945-4965

Description of Performance:
How to workshops on Science Fiction/Fantasy Comic Book Illustrating techniques.

Fee Plus Mileage:
$50/hour.

Travel Range:
Metro Phoenix.

Past Performances:
Mesa Public Library, and Tempe Public Library.

Contact Person:
Name: **Keith and Kathryn Cunningham**
Address Northern Arizona Univ., P.O. Box 6032, Flagstaff, AZ 86011
Telephone: (520) 523-4420

Description of Performance:
Folklorist, who as an artist-in-residence, locates interviews and documents traditional artists within a community. Acts as a facilitator between the public and local artist. School/library cooperation desirable.

Fee Plus Mileage:

$120/day plus per diem.

Travel Range:

Arizona.

Past Performance:

Twelve Arizona public schools and Tempe Historical Society Museum.

Contact Person:

Name: **DJ the Clown**
Address: P.O. Box 41955, Phoenix, AZ 85080
Telephone: (602) 580-0834

Description of Performance:

Balloon sculpturing, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa with a real beard, and more.

Fee Plus Mileage:

Varies according to performance. Programs starting at $75. Multiple hours, reduced rates. Mileage charged outside Phoenix metro area.

Travel Range:

Arizona.

Past Performances:

Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler, Douglas, Phoenix Parks & Recreation, Scottsdale Parks & Recreation, Dobson Ranch Public Library and many others.

Contact Person:

Name: **Jill Detter**
Address: 1022 East Keim Drive, Phoenix, AZ 85014
Telephone: (602) 274-8076 **E-mail:** Jdetter@nsl.lib.ei.

Description of Performance:

Storytelling: Folktales and Fairytales, Mother Goose Stories and Rhymes, Creative & Participation Drama, Stories from Around the World. Age level: Preschool, Intermediate, Juvenile.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performances:

Phoenix Public Library (Central and Branches); Shumway Public School, Chandler; Madison School District.

Contact Person:

Name: **Don Doyle**
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (602) 833-3013

Description of Performance:
Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:
$300/day for 45 minute program in Phoenix metro area; $400 plus mileage and expenses outside Phoenix metro area.

Travel Range:
Arizona wherever needed.

Past Performances:
Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the state, Arizona State Library Conference Fall '93. Exchange place teller, representing Western U.S. at Jonesboro Storytelling, Timponogas Storytelling Festival.

Contact Person:
Name: **Education Dept. of Planned Parenthood, Diane Dudley**
Address: 5651 N. 7th Street Phoenix, AZ 85014
Telephone: (602) 265-2495

Description of Performance:
National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. "Including Growing Up: What's Happening?" "How To Talk To Your Kids About Sex," and "Teens and Sex in the '90's," and "Safe Dating". Scheduled to do programs at various libraries throughout the year. Also have 3000 books on reproductive health care and have videos and other teaching aids available. Open to the public.

Fee Plus Mileage:
Free

Travel Range:
Maricopa County mostly but will travel to other areas. Flagstaff, Yuma, Globe, Prescott, Casa Grande.

Past Performances:
Presentations in valley area schools, clubs, and various organizations.

Contact Person:
Name: **Paul W. Estes of *The Magicians***
Address: P.O. Box 66952, Phoenix, AZ 85082-6952
Telephone: (602) 257-4261

Description of Performance:
Magic show and/or lecture/demonstration of principles of deception and/or magic workshop.

Fee Plus Mileage:
$150

Travel Range:
Arizona.

Past Performances:
Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library, Nogales Public Library, Peoria Public Library, Phoenix Public Library.

Contact Person:
Name: **Pam Faro**
Address: 310 1/2 Baseline Road, Lafayette, CO 80026
Telephone: (303) 665-2721 or (602) 508-9331
or c/o Mark Faro, 3521 E. Virginia Ave., Phoenix, AZ 85008

Description of Performance:
Multi-cultural tales, bilingual Spanish-English stories, animal stories with music, math stories (one word), storytelling workshops. Age level: Preschool, Intermediate, Juvenile, and grades 9-12 and adult.

Fee Plus Mileage:
$150

Travel Range:
Anywhere.

Past Performance:
Phoenix Public Library, Rocky Mt. Storytelling Festival, Kansas Storytelling Festival, Iowa Storytelling Festival, 1992 National Storytelling Festival in Tennessee.

Contact Person:
Name: **Flutterbys Puppets, Clair Radich**
Address: 4638 N. 22nd Avenue, Phoenix, AZ 85015
Telephone: (602) 246-4043

Description of Performance:
Presents wide variety of puppet shows for children, many with a holiday theme. Gives workshops for children or adults to make and use puppets. Mother Goose characterization, will do strolling performances.

Fee Plus Mileage:
$50 for 30 minutes, with longer programs and workshops, fee negotiable. Mileage if outside Phoenix metro area.

Travel Range:
Arizona.

Past Performance:
Glendale Public Library, Casa Grande Library, Patagonia Elem. School, Whittier School - and Phoenix.

Contact Person:
Name: **Folksteppers, Alice Stewart**
Address: 8155 E. Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293 or Beverly Ibbs, (602) 830-8124

Description of Performance:
Performs dances of all countries, "Trip Around the World," or will concentrate on one country. Performs Irish programs, Israeli Programs, Cinco de Mayo programs and Oktoberfest events. Scandanavian, May Day Events.

Fee Plus Mileage:
$100 for 45 minute to 1 hour program.

Travel Range:
Metro Phoenix area, usually no mileage.

Past Performance:
Twin Knolls Mobile Home Park, Val Vista Lakes, various nursing homes.

Contact Person:
Name: **Dennis R. Freeman**
Address: P.O. Box 42036, Ste. 377, Phoenix 85080-2036
Telephone: (602) 465-7791 or Outside Phoenix Metro 800-653-1483

Description of Performance:
Storyteller. Topics include southwest legends; personal narrative and world folklore.

Fee Plus Mileage:
$350 - $650 plus travel if required for one to three same day performances. Will consider lower fees for libraries.

Travel Range:
Arizona, Colorado, New Mexico.

Past Performances:
Artist in Education, Artist in Residence, Museum of Northern Arizona, Eastern Arizona College, Arizona Western College, Maricopa Community Colleges, Mohave Community College, Desert Caballeros Western Museum.

Contact Person:
Name: **Margaret K. Garaway**
Address: 7887 N. La Cholla #2131, Tucson, AZ 85741-4357
Telephone: (520) 579-9321

Description of Performance:
Author. Writing workshops. Published: *The Old Hogan; Ashkii and His Grandfather; Dezbah and the Dancing Tumbleweeds, The Teddy Bear Number Book, Los Numeros Con Ositis,* and *Of Hopes & Dreams (1913 Diary)*. Age level: Preschool, Intermediate, Juvenile. (Spanish/English Audio and paper.)

Fee Plus Mileage:
$300 plus travel, lodging.

Travel Range:
Southwest.

Past Performance:
Schools throughout Arizona, U of A, S. E E K. Program.

Contact Person:
Name: **Harlynne Geisler**
Address: 5361 Javier Street, San Diego, CA 92117-3215
Telephone: (619) 569-9399 **Fax:** 619-569-0205
E-mail: storybag@juno.com or storybag@cts.com

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Description of Performance:

Hauntingly true ghost stories. Riddle Me This: Asian tales; A Fiesta Of Folktales: Hispanic stories from New Mexico, Mexico, and Central America; Woof! Dog tales around the world for kids; Highland Hauntings: Tales of Scotland; The Speaking of the Green: Irish tales.

Fee Plus Mileage:

For $400 per day. Harlynne will perform at 3 libraries.

Travel Range:

Nationwide.

Past Performance:

Albuquerque, New Mexico (9 branches); Austin, Texas (6 branches); Illinois (7 cities); Sacramento Public Library, San Diego City Public Library System (26 branches); Tucson, AZ (2 branches); Oceanside Library Family Sleep-Over; Beverly Hills Library Family Storytelling Festival; Huntington Beach Library Carnival of Folk Tales; READ/San Diego's Fifth Anniversary Celebration of Literacy.

Contact Person:

Name: **Great Arizona Puppet Theater, Nancy Smith**
Address: P.O. Box 7001, Phoenix, AZ 85011
Telephone: (602) 262-2050

Description of Performance:

Extensive repertoire including fairytales; original shows; educational shows on environment, water conservation, Native American legends, endangered species. Puppet shows appropriate for preschoolers through adult and for both large and small audiences. Also performs Navajo and Chinese shadow stories.

Fee Plus Mileage:

$90-$400

Travel Range:

Travel throughout Arizona.

Past Performances:

The company performs thousands of performances each year at their theater and at libraries, schools, Churches, community centers, shopping centers, private homes, child care centers, the Desert Botanical Garden as well as the cities of Phoenix, Mesa, Chandler, Gilbert, and the Phoenix Zoo.

Contact Person:

Name: **Kurt Milham, c/o Yavapai County Sheriff's Office**
Address: 255 E. Gurley St., Prescott, AZ 86301
Telephone: (520) 771-3275

Description of Performance:

Child Safety Programs, Good Touch - Bad Touch, Stranger Danger. Can arrange for education on most any topic, can schedule deputies, K - 9 units etc, to visit groups.

Fee Plus Mileage:

None.

Travel Range:

Yavapai County ONLY - must have pre-approval from city police departments before presenting a program in city limits.

Past Performance:

County Schools, library groups, pre-schools, etc.

Contact Person:

Name: **Fatimah Halim**
Address: 4133 N. 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797

Description of Performance:

Author/Storyteller. Urban/Contemporary tales, Black History, Cultural Awareness, Self-Esteem, Kwanzaa. Her programs strive to foster harmonious relationships among groups. Published: *Reflections: Black Women in History, and Kwaanza Workbook*. Age level: Preschool, Intermediate, high school, adult.

Fee Plus Mileage:

$300/hour.

Travel Range:

Arizona.

Past Performance:

Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum, Brazil, and Africa.

Contact Person:

Name: **Sue Handke for Danny Handke**
Address: 8307 N. 85th Place, Scottsdale, AZ 85258
Telephone: (602) 991-3131

Description of Performance:

A 14 year-old student, teaches kids to draw familiar cartoon characters such as Tweety Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:

$25/45 minutes presentation plus mileage.

Travel Range:

Statewide.

Past Performances:

Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons; Maricopa County Libraries; Page Public Library; Apache Junction Public Library; Showlow Public Library; and Phoenix Childrens Hospital.

Contact Person:

Name: **Sue and Kyle Harris**
Address: 1502 E. Sunnyside Drive 85020
Telephone: (602) 943-8645

Description of Performance:

Folksinger, Storytelling, AZ History tie-ins

Past Performance:

Peoria Public Library, Scottsdale Center for the Arts, Arts in Education, Charlotte Hall Folk Festival.

Contact Person:

Name: **Heard Museum, Ed. Services; Gina Laczko**
Address: 22 East Monte Vista Road, Phoenix, AZ 85004
Telephone: (602) 252-8840

Description of Performance:

Speakers Bureau consists of slide/lecture presentations on a variety of Southwestern Native American themes with hands-on artifacts. Also available are small traveling exhibits on rain, Hopi Kachina Dolls, and a folk artist from Guatemala. Display is free standing and requires low security and minimum space. A variety of educational activities and information are available on the Internet.

Fee Plus Mileage:

Free.

Travel Range:

Arizona.

Past Performances:

Provided an exhibit on *Rain as the Indians in the Southwest View It,* and included both an adult speakers program with slides and a children's program at the Gilbert Public Library, Heard Organization, and Apache Junction Public Library.

Contact Person:

Name: **B. G. Hennessy**
Address: 7837 N. 54th Street, Paradise Valley, AZ 85253
Telephone: (602) 948-5288

Description of Performance:

Author. Published *Jake Baked the Cake*. Among others. Age level: Preschool, Intermediate.

Fee Plus Mileage:

Negotiable.

Travel Range:

Negotiable.

Past Performance:

Arizona Reading Conference, Society of Children's Literature, Scottsdale Public Schools, Paradise Valley Schools.

Contact Person:

Name: **Mary Hollan**
Address: 6505 W. Saguaro Drive, Glendale, AZ 85304
Telephone: (602) 412-1089

Description of Performance:

Variety of children's songs from the Disney Stage to Folk songs. Children are involved by singing and dancing with entertainer. Also, hardwood drum used by children to help with rhythm, also presents an ecology program for children of songs with musical activities where children learn about the environment.

Fee Plus Mileage:

Phoenix area ($150); Outside Phoenix ($250)

Travel Range:

Flagstaff to Tucson.

Past Performance:

Mesa Public Library and Branches, Glendale Pubic Library, Sedona Public Library, Tucson Public Library Branches, Tempe Public Library, Maricopa County Library Branches.

Contact Person:

Name: **Rich Howard Entertainment**
Address: 3502 N. 81st Street, Scottsdale, AZ 85251
Telephone: (602) 945-9193

Description of Performance:

Fast-paced music, magic and juggling. Lots of interaction with children. He invents musical instruments. He demonstrates the process of taking creative ideas and putting them into action.

Fee Plus Mileage:

Minimum $100 per show plus mileage and expenses.

Travel Range:

Arizona.

Past Performances:

Tolleson Public Library, Scottsdale Public Library, Douglas Public Library, Scottsdale School District, and Page Public Library.

Contact Person:

Name: **Heather Irbinskas**
Address: 9415 E. Wrightstown Road, Tucson, AZ 85715
Telephone: (520) 298-2145

Description of Performance:

Author. Published: *How Jackrabbit got His Very Long Ears.* Age level: Preschool.

Fee Plus Mileage:

Negotiable.

Travel Range:

Statewide.

Past Performance:

Walter Douglas, Laguna, Rio Rico Schools, Arizona Young Authors Conference.

Contact Person:

Name: **Jolly Roger**
Address: 6801 E. Mescal Street, Scottsdale, AZ 85254
Telephone: (602) 991-4292

Description of Performance:

Children's entertainer. Presents magic, illusions, and educational program including story tricks. Also has a program that consists of games and competition. Longer shows, may include games, competitions, prizes.

Fee Plus Mileage:

Negotiable.

Travel Range:

Anywhere.

Past Performance:

Maricopa County Libraries, Mustang Branch of Scottsdale Public Library, Apache Junction Public Library.

Contact Person:

Name: **Kathryn Lance (pen name: Lynn Beach)**
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Telephone: (520) 326-2555 **Fax:** (520) 326-2555

Description of Performance:

Author of *Phantom Valley Series* and hard cover book, *Going to See Grassy Ella*. Will make author visits. Talks about writing process, about plots, and interacts with children. Reads from her books. Age level: 4-6th grade.

Fee Plus Mileage:

$50/class or negotiable.

Travel Range:

Tucson area.

Past Performances:

Tucson schools including Brichta Elementary School, Tanque Verde Elementary School, Fort Lowell Elementary School, Manzanita Elementary School and Mansfield Junior High, and many others.

Contact Person:

Name: **Anne Lee**
Address: 7755 E. Edison, Tucson AZ.
Telephone: (520) 751-1402

Description of Performance:

Storyteller of Multicultural Tales.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performances:
Various public libraries, Vail schools, Tucson Unified School District schools, and Tohono Chul Park.

Contact Person:
Name: **Deanne Lewis RN, CMS**
Address: 650 Robinson Dr., Prescott, AZ 86301
Telephone: (520) 778-6473

Description of Performance:
"Historical Florence Nightingale" in costume, tells stories and answers questions about her life, her role in modern nursing, as a pioneer in statistics, setting new standards in military health, and challenging the traditional Victorian women's role. Appropriate for school age children and adults.

Fee Plus Mileage:
$75 - plus mileage.

Travel Range:
Arizona, as possible.

Past Performance:
Arizona Nurses Association State Convention, Chapter 5 AzNA, VA Medical Center Volunteers, Prescott Public Library.

Contact Person:
Name: **Sylvia Long**
Address: 8502 E. Welsh Trail, Scottsdale, AZ 85258-1412
Telephone: (602) 483-6181

Description of Performance:
Illustrator. Published: *Ten Little Rabbits; Fire Race; Alejandro's Gift*; and *Liplap's Wish*. Age level: Preschool. Does artwork for libraries, T-shirts, posters, bookmarks, and postcards.

Fee Plus Mileage:
No fee.

Travel Range:
Scottsdale area.

Past Performance:
Designed T-shirts and postcards for Phoenix library. Participated in a show of original illustrations of children's books held at the Phoenix Public Library.

Contact Person:
Name: **Cynthia Lukas**
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (602) 585-6180

Description of Performance:
Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops

in creative writing. Published Young Adult novel, Center Stage Summer for children ages 12- 14 years. Teaches writing at Paradise Valley Community College.

Fee Plus Mileage:

Standard fee for library program is $150 plus expenses, school appearance $200-300/day, educational conferences $250 and up or negotiable depending on circumstances.

Travel Range:

Throughout Arizona, if travel expenses are paid.

Past Performances:

Taught at seminars and taught writing workshops for adults and young people. Most recently appeared in conjunction with Young Authors Week in elementary schools as a leader of workshops. Wrote stories that were published in newspapers and magazines, poetry, also published a novel.

Contact Person:

Name: **Luv Clowns, Alice Stewart**
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293

Description of Performance:

Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism, songs, dances, skits and audience participation.

Fee Plus Mileage:

$50/clown for 2 hour program.

Travel Range:

Metro Phoenix area, generally no mileage.

Past Performances:

East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village.

Contact Person:

Name: **Thomas M. Marcellino**
Address: P.O. Box 4498, Apache Junction, Arizona 85278
Telephone: (602) 984-6017

Description of Performance:

Available for Desert Awareness/Rattlesnake Behavior presentations. Past President of the International Venomous Snake Society. Owner, S.W. Rattlesnake exhibit.

Fee Plus Mileage:

$50 per hour. Minimum (1) hour.

Travel Range:

East Valley

Past Performance:

Apache Junction Public Library.

Contact Person:

Name: **Judy Norman**
Address: 7437 W. Acoma, Peoria, AZ 85381
Telephone: (602) 979-4875

Description of Performance:

Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:

$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:

Arizona.

Past Performances:

Cochise County libraries, Peoria Public Library, Peoria School District, and Washington School District.

Contact Person:

Name: **Carol Merril**
Address: 2202 N. Mohave, Chino Valley, AZ 86323
Telephone: (520) 636-0982

Description of Performance:

Storytelling and traveling museum.

Fee Plus Mileage:

$50 plus transportation and lodging.

Travel Range:

Northern Arizona, Chino Valley AZ.

Past Performance:

Chino Valley Library.

Contact Person:

Name: **Mesa Youth Placement Service, Pris Merlene**
Address: 1025 N. Country Club Drive, Mesa, AZ 85201-3307
Telephone: (602) 649-2150 **Fax:** (602) 649-2111

Description of Performance:

Mesa Youth Placement Service is a community funded program providing workshops to students ages 12-19, who live or attend school in the City of Mesa. The workshops are job seeking skills, resume writing, babysitting, and mock interviews. During the month of August we coordinate a "Junior High Jitters" workshop for students entering junior high school and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:

No charge.

Travel Range:

Boundaries of City of Mesa.

Past Performances:
Provide year round service to youths ages 12-19 in all Mesa Public Junior High and High Schools.

Contact Person:
Name: **Vi Meyer**
Address: 6521 E. Shea Boulevard, Scottsdale, AZ 85254
Telephone: (602) 948-6508

Description of Performance:
Storyteller, stories about the environment and how to care for it. Arizona history, Renaissance (with costume), Poetry (with storytelling). Age level: Preschool, Intermediate Juvenile. Also adult programs, perform historical characterizations for AZ Historical Society Museum.

Fee Plus Mileage:
$35/class or $125/assembly, negotiable.

Travel Range:
Arizona; beyond Phoenix (mileage, lodging).

Past Performance:
Payson Schools, Casa Grande Schools, Phoenix Valley Schools, ASU West, Community Colleges.

Contact Person:
Name: **Gloria Meyers**
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (520) 884-7951

Description of Performance:
Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:
$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:
Arizona.

Past Performances:
Mission Pubic Library, tutor/advisor for Tucson Unified School District African American studies.

Contact Person:
Name: **Jan Mike**
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Telephone: (520) 790-0732

Description of Performance:
Author of 26 books: *Desert Seasons, Gift of the Nile, Opossum and the Great Firemaker* and cut and color paper doll books about Indians tribes of Arizona. Writing workshops, children to adult.

Fee Plus Mileage:
Negotiable plus mileage and expenses.

Travel Range:
Southern Arizona.

Past Performances:
Tucson schools, Phoenix Public Library, Panelist Southwest Authors' Conference, and Society of Children's Book Writers and Illustrators.

Contact Person:
Name: **Ken and Lynne Mikell**
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (520) 634-6464

Description of Performance:
Story singer, folkteller. Performs Western poetry, folklore, and music; Irish poetry folklore and music; Christmas and holiday programs; Dust bowl ballads, regular entertainer on the Arizona Central Railroad. Lynne plays the harp.

Fee Plus Mileage:
$200, expenses negotiated.

Travel Range:
Have guitar, will travel Arizona.

Past Performances:
Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elder hostels.

Contact Person:
Name: **Dale E. Miller - Society of American Magicians**
Address: 2348 Tee Dr., Lake Havasu City, AZ 86406
Telephone: (520) 453-1309

Description of Performance:
Magic show geared towards children of all ages.

Fee plus Mileage:
No program fee for libraries- contact for mileage fee.

Travel Range:
Arizona.

Past Performances:
Charles C. Royall Memorial Library (Lake Havasu City).

Contact Person:
Name: **LeRoy H. Mindrup - Beekeeper in Phoenix**
Beekeeper in Black Canyon City - Victor Kaur
Address: 5609 W. Hazelwood, Phoenix, AZ 85031
Telephone: (602) 846-0360

Description of Performance:

Educational program for all ages includes video, poster size photographs, "hands on" with beekeeper equipment, and answer and question period.

Fee Plus Mileage:

Contact for information.

Travel Range:

Phoenix Metro area.

Past Performance:

Been interested in bees most of life and kept bees in eight different states and three foreign countries.

Contact Person:

Name: **Mohave County Cooperative Extension**
Address: 101 E. Beale St., Kingman, AZ 86401
Telephone: (520) 753-3788

Description of Performance:

Contact the following people for program information: Jerry Olson, 4-H; Robin Grumbles, agriculture; Lynne Durrant, family and consumer education.

Fee Plus Mileage:

No program fee, contact for mileage.

Travel Range:

Mohave County.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City), and various other libraries and schools throughout Mohave County.

Contact Person:

Name: **Music Performance Trust Funds; Phoenix Federation of Musicians, Madelyn Roberts, Administrator**
Address: 1202 E. Oak St., Phoenix, AZ 85006
Telephone: (602) 254-8838

Partially subsidizes any public performance statewide including libraries, schools, and parks. Will refer to area musicians. Hours: Monday and Thursday 1-4 p.m.

Contact Person:

Name: **John Nolander, "Uniquely Speaking".**
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Telephone: (520) 459-8339

Description of Performance:

Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided. Renaissance stories with magic.

Fee Plus Mileage:

Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable. Call for exact price.

Travel Range:
Statewide.

Past Performances:
Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson, Society of American Magicians-Stars of Magic 1995, Center for Substance Abuse-Vecinos Border Project.

Contact Person:
Name: **Nita Norman**
Address: 1513 W. Culver, Phoenix, AZ 85007
Telephone: (602) 271-9216

Description of Performance:
Storyteller. Multicultural stories. English/Spanish, English/Filipino. Storytelling Workshops. Age level: Preschool, Intermediate, Juvenile. Tortoise story and Show & Tell tortoise visit and crafts.

Fee Plus Mileage:
$75 (negotiable) + mileage if over 20 miles.

Travel Range:
Arizona.

Past Performance:
Elementary schools and libraries throughout the state including Tucson, Phoenix, and Flagstaff. Telebration delegate to China. National Storytelling Association. Artist in Residence.

Contact Person:
Name: **Tony Norris**
Address: 9475 Doney Park Lane, Flagstaff AZ 86004
Telephone: (520) 526-6684

Description of Performance:
Storyteller & Music (Guitar). Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories. Folktales of the Southwest, Mexico & Native Americans and Appalachian Program. Workshops on storytelling.

Fee Plus Mileage:
$100 approximately per program and mileage.

Travel Range:
Arizona.

Past Performances:
Sharlot Hall Folk Festival; Encanto Park Folk Festival; National Cowboy Poetry Gathering, Elko, Nevada; various Arizona school systems.

Contact Person:
Name: **Grace O'Dair**
Address: 1121 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)
Telephone: (520) 774-4187 (Grace O'Dair), (602) 773-8356 (Rico Moreno)

Description of Performance:
Stories for all ages, some with musical accompaniment, participation stories, workshops for peer counseling groups and teachers.

Fee Plus Mileage:
Negotiable.

Travel Range:
Northern Arizona.

Past Performances:
Coconino Center for the Arts, state conferences, elementary and high schools and libraries in Utah, Idaho, and AZ. NAU workshop with therapy counseling.

Contact Person:
Name: **Remi Ogunsile**
Address: 8629 W. Encanto Blvd. Phoenix, AZ 85037
Telephone: (602) 907-2744

Description of Performance:
Traditional African Story Telling: Animals/Domestic/Morals.

Fee Plus Mileage:
$150 plus Lodging and Transportation.

Travel Range:
Arizona.

Past Performances:
Flagstaff Middle School, Phoenix Public Library.

Contact Person:
Name: **Pat Oso**
Address: 1215 W. 1st Place, Mesa, AZ 85201
Telephone: (602) 890-0792

Description of Performance:
Storytelling and workshops in storytelling techniques; multicultural folktales; Tall Tales; myths and legends; morality stories/values lessons; interactive stories.

Fee Plus Mileage:
Negotiable - will work with budgets.

Travel Range:
Throughout Arizona. Possibly out of state.

Past Performance:
Villa Montessori School, Arizona Childcare Association; Oasis Intergenerational Tutors, National Montessori Conference, many schools, teachers conference, parent groups, fund raisers, Mill Avenue Art Festival, and Artist in Residence Programs.

Contact Person:
Name: **Steve Parker**
Address: 18317 E. Riverway Rd, Green Acres, Washington 99016
Telephone: (800) 771-4441

Description of Performance:
Cartooning workshops for children.

Fee Plus Mileage:
$185 first hour. More than one group, $150.

Travel Range:
Will travel to Arizona if group of libraries can arrange multi-programs.

Past Performance:
Scottsdale Public Library, Mesa Public Library.

Contact Person:
Name: **K. J. Illusion, Kimberly Phelps**
Address: PO Box 5042, Mesa, AZ 85210
Telephone: (602) 833-4014
URL: http://www.indirect.com/www/kayne/kj.html

Description of Performance:
Magic shows, entertainment and illusions for ages 5 and older.

Fee Plus Mileage:
$75 for first 30 minutes, $85 + mileage for one hour.

Travel Range:
Phoenix Area.

Past Performance:
Edison School.

Contact Person:
Name: **Phoenix Irish Step Dancers, Sharon Judd**
Address: 15 South 20th Avenue, Phoenix, AZ 85009
Telephone: (602) 253-1978

Description of Performance:
Perform all varieties of traditional Irish dance: Ceili, solo figure dances

Fee Plus Mileage:
$ 250.

Past Performance:
Chandler Public Library.

Contact Person:
Name: **Leticia Pizzino, Storyteller**
Address: P.O. Box 1282, West Jordan, UT 84084-1282
Telephone: 1-800-669-7533 (brochure, reviews, and references sent upon request)

Description of Performance:
Leticia is available to present a special storytelling program to coincide with the 1998 summer reading proram "Readers of the Round Table." Being a professionally-trained singer/musician, she enhances her storytelling with songs and music. Leticia offers a variety of programs, all described in her informational packet. Her vast repertoire gives her stories for any occasion or age.

Fee Plus Mileage:

$95 for a 45-minute program plus travel expense of 25¢ a mile from Salt Lake City, Utah or airfare. Travel expense will be shared among all the libraries scheduling her during the same visit.

Travel Range:

Leticia is willing to travel throughout the state.

Past Performance:

In July 1997, she received a grant from the Arizona State Library and performed in 6 of the state's rural libraries. She also visited six additional libraries, for a total of 12 libraries in 1997. In July 1996 she performed at 11 libraries, with 2 additional libraries in December. In 1995 Leticia performed at 25 libraries. She also performs at numerous schools and bookstores during each of her visits. She travels regularly and has also toured Wisconsin, California, Nevada, Oregon, Washigton, Idaho and Utah. In addition, Leticia has performed at the Utah State Fair and the annual Timpanogos Storytelling Festival (one of the premier storytelling events in the nation).

Contact Person:

Name: **Steve Prchal, Cindy Prestwood, Sonoran Arthropod Studies**
Address: P.O. Box 5624, Tucson, AZ 85703
Telephone: (520) 883-3945 **Fax :** (520) 883-2578

Description of Performance:

Educational programs focusing on insects, arachnids and other arthropods. Programs utilize models, graphics and living arthropods.

Fee Plus Mileage:

$100 per day plus mileage; 30¢ per mile.

Travel Range:

Southern Arizona, including Phoenix area.

Past Performance:

Tucson area: local school districts, day care centers, after school programs, summer day camps; Nogales Library; Sierra Vista.

Contact Person:

Name: **Presto Magic Studio, Barry Schor**
Address: 1550 E. University, Suite R, Mesa, AZ 85203
Telephone: (602) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in **one time two hour class.** Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions. Presto Magic is also a full service magic store.

Fee Plus Mileage:

Cost per student $4.00 (for classes). Library programs negotiable.

Travel Range:

Arizona.

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: **Pro-Impact Stunt Team, Lance Lyons**
Address: P.O. Box 2645, Tempe, AZ 85280-2645
Telephone: (602) 858-0211

Description of Performance:

Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area. The "Thrill Speakers" gain audience attention then speak on drugs resistance, goal setting, and staying in school.

Fee Plus Mileage:

$550-$650. There are several show packages. Price depends on number of people performing, number of ramps used.

Travel Range:

Arizona, traveling expenses outside Phoenix Metropolitan area.

Past Performances:

Over 100 school assemblies and entertainment.

Contact Person:

Name: **Puppet Pizzazz, Joy Wade or Joyzelle Curtis**
Address: 1405 E. 3rd Place, Mesa, AZ 85203
Telephone: 833-5577 or 340-7510

Description of Performance:

In keeping with this years "Readers Of The Roundtable", Puppet Pizzazz has brought back their great "Puppet Palace" hand puppet stage with a group of favorite fairy tale stories about Kings, Princes, Princesses, Knights and Dragons performed in a wonderful castle setting. Hand puppet stories to tickle the imagination like "The Princess Who Couldn't Cry"; "The Magic Onion"; "Rumpelstiltskin" or "Cinderella".

Fee Plus Mileage:

$150.00

Travel Range:

Anywhere in Arizona with pre-arranged travel allowance.

Past Performance:

Puppet making Workshop plus "Hansel & Gretel" for the State Librarians Convention. "Little Red Riding Hood" for State Fair, Kid's Connection and many libraries. "Pandemonium" and ecology show for libraries and shopping malls. "Puppet Circus" for many libraries and other events. "Pinocchio and Friends" events throughout Arizona.

Contact Person:

Name: **Quintessence Chamber Ensemble, Jill Marderness**
Address: P.O. Box 56642, Phoenix, AZ 85079
Telephone: (602) 483-9430

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Description of Performance:
Woodwind quintet performs for children and adult special events. Program include "Let Us Show You," "Just Imagine", "Take Me to the Zoo." Integrates music with science, math and art. Demonstrates instruments.

Fee Plus Mileage:
Available upon request.

Travel Range:
Arizona.

Past Performance:
Kerr Cultural Center, various public schools.

Contact Person:
Name: **David A. Riggs**
Address: 4602 E. Paradise Village Parkway North #A204, Phoenix, AZ 85032
Telephone: (602) 996-6715 or (602) 948-7945

Description of Performance:
Storyteller. British, Irish, International Folktales, Fairy tales, and Legends. Age level: All levels.

Fee Plus Mileage:
Negotiable.

Travel Range:
Arizona (Beyond Phoenix travel + lodging expenses).

Past Performance:
Sunrise Middle School, North Ranch Elementary, Mesa S.W. Museum, Gilbert Public, Mesa AZ Renaissance Festival. Roster Artist, AZ Commission of the Arts.

Contact Person:
Name: **Martin Juan Rivera, Sr.**
Address: 1226 S. Bristol, Tucson, AZ 85713
Telephone: (520) 544-4533

Description of Performance:
Bilingual Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish/English. Age level: All ages.

Fee Plus Mileage:
$75/hour plus mileage and expenses outside of Tucson.

Travel Range:
Arizona.

Past Perrormances:
Tolleson Public Library; Littleton School District; Liberty School District; Nogales Public Library; Cochise County Public Library; Gilbert School District; Tucson Unified School District #1; Tucson-Pima Library; Sunnyside School District #12; Rio Colorado Primary School in San Luis; Sommerton School in Sommerton; Albuquerque Story Fiesta and Silver City, N. M. Public Library.

Contact Person:

Name: **"Loca Rosa" a.k.a. Tish Dvorkin**
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (602) 986-6016 **Fax:** (602) 986-7545

Description of Performance:

"Loca Rosa" appears in costume, plays guitar, lute and balalaika and frame drums. Perform Russian/Jewish/folksongs and stories. Specializes in Eastern European multicultural stories & music.

Fee Plus Mileage:

Inside greater Phoenix area (50 mile radius) fees range from $150 to $400+. Outside greater Phoenix area fee negotiable with mileage 30¢ per mile less first 50 miles each round trip; food/lodging, $60 per day.

Travel Range:

Anywhere.

Past Performances:

East Mesa Branch of Mesa Public Library, Renaissance Festival, Scottsdale Arts Festival, Gilbert Public Library, AZ Commission of the Arts, Roster Artist 1993 - 2000.

Contact Person:

Name: **Leslie Eve Ross**
Address: 4743 N. 21st Ave/Phoenix, AZ 85015
Telephone: 602-242-6067

Description Of Performance:

Gloriana Queen of the Fairies. Unique and original storytelling. Also, "Mother Nature", "Betsy Ross", a children's program with stage play, an adult program and a Christmas Program.

Fee Plus Mileage:

Basic Children's program $125 (hourly rate for appearances $125) plus $.35 per mile from Central Phoenix.

Travel Range:

Arizona

Past Performances:

Cottonwood Public Library Summer Reading Program-1997 (well received by the children). Statewide: Many promotions, grand openings, schools, hospitals fund raisers.

Contact Person:

Name: **Jeffrey Sadow**
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Telephone: (602) 990-8605

Description of Performance:

Multi-ethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:

Negotiable.

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Travel Range:
Loves to travel Arizona.

Past Performances:
Glendale Public Library, Scottsdale Public Library, Arizona Library Association, Sierra Vista Public Library, Apache Junction Public Library, Prescott Public Library, East Flagstaff Community Library, Sedona Public Library, Forest Lakes Public Library, Pine Public Library, Bagdad Public Library and Mayer Public Library, Pima Public Library, Duncan Public Library, Show Low Public Library.

Contact Person:
Name: **Joan Sandin**
Address: 2340 E. 4th St., Tucson, AZ 85719
Telephone: (520) 881-4481

Description of Performance:
Author/Illustrator of *Danny and Snowshoe Thompson; The Long Way* series about a Swedish family's immigration; *Small Woof;* and *Pioneer Bear.* Translated the Linnea books from Swedish to English. Prefers small groups. Workshop type presentation: Traces a book from idea to finished product, showing original sketches and illustrations. Audience participation. Illustrated a reissue of Nathaniel Benchley's *Small Woof* and *A Bear for Miguel.* Age level: Preschool, Intermediate.

Fee Plus Mileage:
$400/day plus mileage.

Travel Range:
Preferably Arizona.

Past Performances:
Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:
Name: **Karen Schedler**
Address: Phoenix Zoo Education Dept.
Telephone: 602-273-1341X7331/ Fax: 602-273-7078

Description of Performance:
Coupons and Promotionals for the Zoo. Call above number to see what is currently available.

Contact Person:
Name: **Dick Schick**
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (602) 838-1608, (W) (602) 838-4043

Description of Performance:
Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation; hypnosis.

Fee Plus Mileage:
$200 1st show, price is adjusted for additional shows.

Travel Range:
Arizona.

Past Performances:
Chandler Public Library, Phoenix Public Library, Tempe Public Library, Gilbert Public Library, major fairs in State.

Contact Person:
Name: **Susan Seats**
Address: 4554 E. Paradise Village Parkway North, Apt. 168, Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:
Performs as well as teaches magic tricks.

Fee Plus Mileage:
Charge $65 mileage; $10 for supplies; mileage charged for show 15 miles or more.

Travel Range:
Maricopa County.

Past Performances:
Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987. State and National Conventions.

Contact Person:
Name: **Murray Shaw**
Address: 3601 North 5th Avenue, #106, Phoenix, AZ 85013
Telephone: (602) 264-5261

Description of Performance:
Author of condensed Sherlock Holmes stories for children. Presents humorous Holmes to children 9 years and older (3rd - 6th grade). Will present book talks. Published *Match Wits With Sherlock Holmes*. Age level: Intermediate.

Fee Plus Mileage:
$100. Phoenix area. (2 classes combined)

Travel Range:
Greater Phoenix; Mesa; Chandler.

Past Performances:
30 schools.

Contact Person:
Name: **Jamie Showers**
Address: 2922 W. Aire Libre Ave., Phoenix, AZ 85023
Telephone: (602) 548-9116

Description of Performance:
"Rhythm and Reading Express" - Highly specialized activity based multicultral summer reading program integrating music, movement, and literature. Participants will gain understanding of various cultures within the community setting, as well as participate in a

wide variety of fun-filled movement and music activities to enhance their cultural experience.

Fee Plus Mileage:

Negotiable. Mileage fee is 29 cents per mile. Overnight accommodations requested, if needed.

Travel Range:

Will travel the state of Arizona.

Past Performance:

Sedona Public Library, Music and Me Program; Cottonwood Public Library Summer Reading Program; Maricopa County Summer Reading Series; Arizona Summer Reading Program; Maricopa County Library Council Children's Services Workshop at Glendale Public Library; Maricopa County Library Training Seminar; Music Around the World; Cottonwood Public Library Summer Reading Program; Verde River Days Festival, Verde Valley Fair Association; ARC Dance Theatre. Preschool programs, special events.

Contact Person:

Name: **Mary Ruth Shropshire**
Address: 6734 N. Chapultepec Circle, Tucson, AZ 85750
Telephone: (520) 529-1161

Description of Performance:

Author/Storyteller. Southwestern stories, Folktales. Age level: Preschool through seniors.

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performance:

Civic Organizations, preschools through high schools, Churches, and various community activities; charter member and past president of "Tellers of Tales"; Co-Chairman for 3rd annual Arizona Storytellers Conference-1988.

Contact Person:

Name: **Elaine Smith**
Address: 1417 E. Kramer Street, Mesa, AZ 85203
Telephone: (602) 962-4908

Description of Performance:

Teaches manual alphabet and basic vocabulary in sign. Will do a demonstration by teaching participants to sign a song. Will teach classes of 2 hours for 6 weeks; maximum of 7-10 students per class.

Fee Plus Mileage:

$25 for a demonstration; $10 per students for 6 week class.

Travel Range:

East Valley.

Past Performance:

Leads signing clubs and serves as an interpreter for the hearing impaired.

Contact Person:

Name: **Smokey the Bear, Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Karen Malis Clark**
Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004
Telephone: (520) 527-3492. Call between 7:30 - 4:30, Monday through Friday.

Description of Performance:

Smokey the Bear and puppets present programs on camping safety and fire prevention. 30 minute program for preschool through 3rd grade.

Fee Plus Mileage:

No fee

Travel Range:

Northern Arizona - will refer to local offices if outside Flagstaff. All invitations depend on availability

Past Performances:

Flagstaff Public Library.

Contact Person:

Name: **Society for Creative Anacronism**
Alan Shaw, State Coordinator
Address: P.O. Box 317, Mesa, AZ 85211
Telephone: (602) 962-6355

Description of Performance:

Demonstration of arts, crafts, sciences, or fighting of the Middle Ages and Renaissance.

Fee Plus Mileage:

Free to local libraries/schools. Donations accepted.

Travel Range:

Local groups. Mr. Shaw can put you in contact with a group in your area. Prescott, Kingman, Flagstaff, Parker, Lake Havasu, Casa Grande, Globe, Sierra Vista, Yuma.

Past Performances:

Mesa Public Library, Charles C. Royall Memorial Library, Chandler, Phoenix, Mesa, Scottsdale Elementary, Middle and High Schools.

Contact Person:

Name: **Southwest Brass, Russ Plylar**
Address: 2311 W. Windrose Drive, Phoenix, AZ 85029
Telephone: (602) 997-9981 **Fax:** (602) 997-9982
e-mail: swbrass@amug.org

Description of Performance:

You will find that our 3 concert/slide show offerings are perfect for any size performance room. Titles are *Jurassic Brass, Music from Outer Space,* and *Save the Earth.* Each show contains unique descriptive music, performed by 2 live trumpeters and synthesized sound track, entertaining and interactive narration, as well as engaging slides obtained from museums, NASA, and various national parks and state agencies. The shows are flexible in length and can last from 25 minutes to 40 minutes. These shows are very effective for preschool - 6th grade and their families. All three of these shows work well to stimulate interest in reading about dinosaurs, astronomy, and the environment.

Fee Plus Mileage:
$250 + 25 cents a mile outside of Phoenix area.

Travel Range:
Statewide and regional.

Past Performance:
Phoenix Public Library System - all branches, Scottsdale Public Libraries - various, Glendale Public Library, Mesa Public Libraries - main branch, East Mesa Branch, Dobson Branch.

Contact Person:
Name: **Starlight Planetarium Productions, Brian DeWelles**
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Telephone: (602) 486-0102

Description of Performance
Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group. Myths and legends of constellations. Special holiday program in December on the Star of Bethlehem. Telescope viewing w/large astronomical telescope.

Fee Plus Mileage:
$79.50 for 45 minute show, each additional show on the same day $69.50 per show. $129.00/2 hr. session with telescope.

Travel Range:
Arizona.

Past Performances:
Apache Junction Public Library, Phoenix Public Library System, Maricopa County Library branches. Many other county and city libraries.

Contact Person:
Name: **State Farm Insurance, Terry Bowers**
Address: 1665 W. Alameda Drive, Tempe, AZ 85289-0001
Telephone: (602) 784-3160

Description Of Performance:
Lesson plans are sent to library, and props such as Good Neigh Bear costume, sent to local insurance agent. Various safety topics for preschool through 3rd grade children available: 911/0 emergency, pedestrian safety, traffic lights, poison safety, bike rodeos.

Fee Plus Mileage:
Free.

Travel Range:
Statewide.

Past Performance:
Family of Christ Preschool, Diamondback Elementary School in Bullhead City.

Contact Person:

Name: **Michael Steele**
Address: 180 Verde Street, Clarkdale, AZ 86324
Telephone: (520) 634-7985

Description of Performance:

45 minute show consisting of magical illusions, professional yo-yo demonstration, juggling, and live music ("Name that Tune" game on flute).

Fee Plus Mileage:

Minimum: $120 plus mileage outside Verde Valley. $60 inside Verde Valley.

Travel Range:

Northern Arizona, no further South than Phoenix.

Past Performances:

Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:

Name: **Jan Romero Stevens**
Address: 3425 S. Carol, Flagstaff, AZ 86001
Telephone: (520) 774-2611

Description of Performance:

Author of bilingual stories and presents Writing Workshops. Published: *Carlos and the Squash Plant*; *Carlos and the Cornfield*; and *Carlos and the Skunk*. Does solo presentations and joint presentations with bilingual storyteller, Fred Salazar.

Fee Plus Mileage:

$500/day plus 20¢/mile.

Travel Range:

The Southwest.

Past Performance:

Writing workshops at Phoenix College and U of A and story presentations at schools throughout Arizona and Southern New Mexico.

Contact Person:

Name: **Joyce A. Story**
Address: 418 Sagebrush Street, Litchfield Park, AZ 85340
Telephone: (602) 935-1685 or (602) 435-3686 **E-mail**:STORY@GC.MARICOPA.EDU

Description of Performance:

Storyteller. Slavic and Hispanic Folktales and Legends. Age level: Juvenile.

Fee Plus Mileage:

$50/hour.

Travel Range:

Phoenix area.

Past Performance:

Glendale Community College, Renaissance Festivals, Elementary and high schools.

Contact Person:

Name: **String Sounds, Susan Smith**
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:

String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh.* Uses props including poster illustration for each book. 30 minutes.

Fee Plus Mileage:

Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:

Anywhere in Arizona, unless too far to be cost effective.

Past Performances:

Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library, Gilbert Public Library, Phoenix Public Library.

Contact Person:

Name: **Stan Tang**
Address: 5201 N. 24th St. #105, Phoenix, AZ 85016
Telephone: (602) 553-8166

Description of Performance:

Freelance illustrator and cartoonist. Will teach techniques on cartooning, illustration, and basic drawing in a fun and humorous session. (minimum 1 hr. session).

Fee Plus Mileage:

Mileage and fee included in workshop within Maricopa County. Will consider workshops outside of Maricopa County if mileage or accomodations are provided.

Travel Range:

Phoenix Metropolitan Area or location within a two hour drive.

Past Performance:

Phoenix Central Public Library and its branches, Chandler Public Library, Sedona Public Library, Cottonwood Public Library, Mesa Public Library, Tempe Public Library, Scottsdale Public Library, Buckeye Elementary, Kyrene Middle School, All Saints Episcopal School, Channel 10 morning news (Fox Affiliate), and other valley locations.

Contact Person:

Name: **Laurie Vela**
Address: P. O. Box 2211, Aptos, CA 95001
Telephone: 1-800-ABC-4974

Description of Performance:

Bookteller, Author, Illustrator, Performer. Perform with interactive program that features big books, rhymes, and songs. These all original materials set characters like the color cloud and action ants in a vast variety of themes. Shows come with audio and written materials including bookmarks and a promotional color poster.

Fee Plus Mileage:

$175.00 Block Booking only (More than 1 show).

Travel Range:
Unlimited.

Past Performance:
Touring library schools in both East & West Coast for 5 years. Nevada Library Association.

Contact Person:
Name: **Phyllis Vogelsong**
Address: 5729 W. Purdue Circle, Glendale, AZ 85302
Telephone: (602) 934-4206

Description of Performance:
Special needs focused puppet show for school-age children. "The Kids On the Block" is a troupe of puppets whose purpose is to help school-age children understand the special needs of those around them. Many of the puppets face such challenges as blindness, leukemia and mental retardation and other social issues.

Fee Plus Mileage:
Donation $50.

Travel Range:
Phoenix Metro Area, and other valley locations.

Past Performance:
Local schools and libraries.

Contact Person:
Name: **Allan Wade**
Address: 827 E. 6th Ave., Mesa, AZ 85204
Telephone: (602) 962-4426

Description of Performance:
Assisted by family members, he presents shows of parlor magic or illusions for small groups. Also does balloon figures and marrionette puppet shows.

Fee Plus Mileage:
$85 for 30 minute show of magic and illusions; $50 for first hour of balloons, $35 each additional hour; $125 for 40 min. puppet show.

Travel Range:
Primarily Metro Phoenix area, but will travel statewide.

Past Performance:
Summer programs in Casa Grande and Coolidge. Programs in Mesa, Tempe and Chandler public schools, Mesa libraries, high school and elementary schools statewide, and special occassions/private parties for all ages.

Contact Person:
Name: **Mariana Warner**
Address: 25 Concho Way, Sedona, AZ 86351
Telephone: (520) 284-2384

Description of Performance:

Two-hour Experiencing Poetry workshops for high school students or adults, with reading of poetry and participation by workshop attendants. (Only if desired and requested, and appropriate to the setting, book sales and signing could be offered.) Can do programs for younger children, but needs advance notice.

Fee Plus Mileage:

$50 per two-hour workshop for Verde Valley area Sedona, Prescott, and Flagstaff. For more distant Arizona sites, the fee is $300 per two-hour workshop.

Travel Range:

Anywhere in Arizona, as schedule allows.

Past Performances:

Includes poetry readings at The Book Loft in Sedona, at meetings and conducting three two-hour workshops for high school students at the Sedona Public Library. Published poet (over 30 poems in small literary quarterlies, including *Midwest Poetry Review* and a book, *A Little Bit of Poetry is a Dangerous Thing* published in 1994), and *Bamboo for Brunch* (panda poetry for preschoolers) published 1995. Editor of *Sandcutters*, the poetry quarterly of the Arizona State Poetry Society. Master's degree in Human Development (Education). Attended poetry workshops led by prominent poets Charles Levendowsky, Rita Magdelena, Michael Bujega, and others. Poetry picture book for children in progress.

Contact Person:

Name: **Dorothy Hines Weaver**
Address: 4639 W. Shaw Butte Drive, Glendale AZ 85304
Telephone: (602) 938-7672

Description of Performance:

Author of *Arizona A to Z* and *New Mexico A to Z*. Programs on the writing process presented singularly and jointly with Kay Wackner, illustrator of *Arizona A to Z and New Mexico A to Z*.

Fee Plus Mileage:

$100/half day.

Travel Range:

Arizona.

Past Performances:

Schools throughout Arizona.

Contact Person:

Name: **Fran Weissenberg**
Address: 3041 N. Willow Creek Drive, Tucson, AZ 85712
Telephone: (520) 881-5827

Description of Performance:

Author of *The Streets are Paved with Gold*, a natural sequel to *Fiddler on the Roof*, the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy. *Cherish your Memories, Immigrants in History, Family*. Received the Sidney Taylor Award from the Association of Jewish Libraries. Age level: Intermediate, Juvenile.

Fee Plus Mileage:

Fee negotiable.

Travel Range:
Tucson area.

Past Performances:
Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues.

Contact Person:
Name: **We're Storytellers, Russell Mann**
Address: 502 South Verde, Flagstaff, AZ 86001
Telephone: (520) 774-5669

Description of Performance:
Multicultural and bilingual stories and songs for audiences of all ages. Can do castle ghost stories.

Fee Plus Mileage:
For Summer Reading Programs: $150 all expenses included for Northern Arizona. Outside Northern Arizona $250.

Travel Range:
Statewide.

Past Performances:
Mesa Public Library, Albuquerque Public Libraries, 150 schools and libraries in Arizona, Colorado, Utah, Nevada, and New Mexico, and various conferences and festivals.

Contact Person:
Name: **Gene Williams**
Address: 19333 E. Ocotillo Road, Queen Creek, AZ 85242
Telephone: (602) 987-3665

Description of Performance:
Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing, and can instruct in these areas.

Fee Plus Mileage:
Negotiable, depending on the occasion.

Travel Range:
Phoenix Metro area preferred.

Past Performances:
Held after school programs at libraries for students on improving their writing skills. Conducted seminar at Mesa Public Library.

Contact Person:
Name: **John Williams**
Address: P.O. Box 2207, Chino Valley, AZ 86323-2207
Telephone: (520) 636-0651

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Description of Performance:

Educational Entertainment Experiences for children. He plays guitar and does sing-along getting the children involved in the music. Also presents adult musical programs of Hokey Folky Grunge (folk music with humor). Beginning songwriting and performing techniques.

Fee Plus Mileage:

Negotiable.

Travel Range:

Anywhere in Arizona.

Past Performance:

Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley, Phoenix Public Library, The Essenza in Mesa, The Ark Room in Phoenix, Peoria Public Library.

Contact Person:

Name: **Janet Winans**
Address: 1108 Mohave Avenue, Parker, AZ 85344
Telephone: (520) 669-6578

Description of Performance:

Reads poetry, her own and others selected to fit the specified theme. Will discuss the process of writing her experience and the creative process. Exercises in creative writing can be part of the program, if desired.

Fee Plus Mileage:

Workshop $50, Lecture $75, Performance $75.

Travel Range:

Arizona.

Past Performance:

Public schools in Tucson, Phoenix and White River, Arizona; Cottonwood Public library. Has traveled with the Tumbleword group of Roving writers in Coolidge & Lake Havasu City.

Contact Person:

Name: **Diane Winslow, Dreams Unlimited Story Telling Service**
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Telephone: (520) 742-0662

Description of Performance:

Author/Storyteller. Fantasy and Real Life Stories, Southwest Stories. Age level: Preschool, Intermediate, Juvenile and Adult. Available weekends only with exception of evenings in Tucson area.

Fee Plus Mileage:

Negotiable plus mileage.

Travel Range:

Arizona.

Past Performance:

Schools in Wickenburg, Coolidge, Casa Grande, Tucson and Phoenix and various resorts including Canyon Ranch Spa Resort and Doubletree. Also toured schools in Indiana and Illinois.

Contact Person:

Name: **Rosie Stevens Witcher**
Address: 2742 S. Azalea Drive, Tempe, AZ 85282
Telephone: (602) 831-3880

Description of Performance:

Storyteller of Cajun and Southern Stories (Crayfish Tales and other Southern Delights). All age levels

Fee Plus Mileage:

Negotiable.

Travel Range:

Arizona.

Past Performance:

National celebrations in Sacramento and Scottsdale. Artist in Residence in theatre (AZ Commission of the Arts).

Contact Person:
Name:
Address:
Telephone:

Description of Performance:

Fee Plus Mileage:

Travel Range:

Past Performance:

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Estes, Paul W.	Magician	257-4261	267-268
Faro, Pam	Storyteller	508-9331	268
Flutterbys Puppets	Puppeteers	246-4043	268
Folksteppers, Alice Stewart	Dancers	986-7293	268-269
Freeman, Dennis R.	Storyteller	465-7791	269
Garaway, Margaret K.	Author	579-9321	269
Geisler,Harlynne	Storyteller	460-5254	269-270
Great Arizona Puppet Theater, Nancy Smith	Puppeteers	262-2050	270

NAME	CATEGORY	PHONE	PAGE
Milham, Kurt	Safety	771-3275	270-271
Halim, Fatimah	Author/Storyteller	230-0797	271
Handke, Sue for Danny	Cartoonist	991-3131	271
Harris, Sue and Kyle	Music	943-8645	272
Heard Museum	Museum	252-8840	272
Hennessy, B. G.	Author	948-5288	272
Hollan, Mary	Singer	412-1089	273
Howard, Rich Entertainment	Variety Acts	945-9193	273
Irbinskas, Heather	Author	298-2145	273
Jolly Roger	Magic and Tricks	991-4292	274
Lance, Kathryn	Author, Creative Writing	326-2555	274
Lee, Anne	Storyteller	751-1402	274-275
Lewis, Deanne RN, CMS	Storyteller	778-6473	275
Long, Sylvia	Illustrator	483-6181	275
Lukas, Cynthia	Author, Creative Writing	585-6180	275-276
Luv Clowns, Alice Stewart	Clowns	986-7293	276
Marcellino, Thomas M.	Nature	984-6017	276
Norman, Judy	Storyteller	979-4875	277
Merril, Carol	Storyteller	636-0982	277
Merlene, Pris	Personal Improvement	649-2150	277-278
Meyer, Vi	Storyteller	948-6508	278
Meyers, Gloria	Storyteller	884-7951	278
Mike, Jan	Author, Creative Writing	790-0732	278-279
Mikell, Ken	Musician, Storyteller	634-6464	279
Miller, Dale E.	Magician	453-1309	279
Mindrup, Leroy H.	Nature	846-0360	279-280
Mohave County Cooperative,	Hobbies, Nature	753-3788	280
Music Performance Trust Fund	Musicians	254-8838	280
Nolander, John	Variety Acts	459-8339	280-281
Norman, Nita	Storyteller	271-9216	281
Norris, Tony	Musician, Storyteller	526-6684	281
Northern Arizona O'Dair, Grace Storytellers,	Storytellers	773-8356	281-282
Ogunsile, Remi	Storyteller	907-2744	282
Oso, Pat	Storyteller	890-0792	282
Parker, Steve	Cartoonist	800-771-4441	282-283
Phelps, Kimberly	Magicians	833-4014	283
Phoenix Irish Step Dancers, Sharon Judd	Dance	253-1978	283
Pizzino, Leticia	Storyteller	800-669-7533	283-284
Prchal, Steve	Nature	883-3945	284
Presto Magic Studio, Barry Schor	Magicians	464-4518	284-285

NAME	CATEGORY	PHONE	PAGE
Pro-Impact Stunt Team, Lance Lyons	Stunt Team	858-0211	285
Puppet Pizzazz, Joy Wade or Joyzelle Curtis	Puppets	833-5577	285
Quintessence Chamber Ensemble	Musicians	483-9430	285-286
Riggs, David A.	Storyteller	948-7945	286
Rivera, Martin Juan	Storyteller	544-4533	286
"Rosa, Loca"-Tish Dvorkin	Musicians	986-6016	287
Ross, Leslie Eve	Storyteller	242-6067	287
Sadow, Jeffrey	Storyteller	990-8605	287-288
Sandin, Joan	Author/Illustrator	881-4481	288
Schedler, Karen	Nature	273-1341	288
Schick, Dick	Health & Safety, Magician	838-1608	288-289
Seats, Susan	Magician	996-4363	289
Shaw, Murray Simon	Author	264-5261	289
Showers, Jamie	Music Therapy Consultant	548-9116	289-290
Shropshire, Mary Ruth	Author/Storyteller	529-1161	290
Smith, Elaine	Sign Language	962-4908	290
Smokey the Bear, Woodsy the Owl	Health & Safety, Nature	527-3492	291
Society for Creative Anacronism	History	962-6355	291
Southwest Brass, Russ Plylar	Musicians	997-9981	291-292
Starlight Planetarium Productions Brian DeWelles	Science	486-0102	292
State Farm Insurance, Terri Bowers	Health & Safety	784-3160	292
Steele, Michael	Magician	634-7985	293
Stevens, Jan Romero	Auther/Storyteller	774-2611	293
Story, Joyce A.	Storyteller	935-1685	293
String Sounds, Susan Smith	Musicians	275-7790	294
Tang, Stan	Cartoonist, Illustrator	553-8166	294
Vela, Laurie	Storyteller, Author, Illustrator	1-800 222-4974	294-295
Vogelsong, Phyllis	Puppeteer	934-4206	295
Wade, Allan	Magician	962-4426	295
Warner, Mariana	Author	284-2384	295-296
Weaver, Dorothy Hines	Author	938-7672	296
Weissenberg, Fran	Author	881-5827	296-297
We're Storytellers, Russell Mann, Anna Del Paxton	Storytellers	774-5669	297
Williams, Gene	Creative Writing	987-3665	297
Williams, John	Musician	636-0651	297-298
Winans, Janet	Creative Writing	669-6578	298
Winslow, Diane	Author/Storyteller	742-0662	298
Witcher, Rosie Stevens	Storyteller	831-3880	299

A Child's Art Factory, 7371 Player Drive, San Diego, CA 92119. 1-619-460-6077.
Prepackaged craft kits for groups of 24, 30, 36 or 100 students, ranging in price from $15 to $120 depending upon the size of the kit.

ABC School Supply, Inc. 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics. American Library Association, 50 E. Huron Street, Chicago, IL 60611. 1-800-545-2433.
General posters, calendars, decorations for libraries.

Accent Annex. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.

Action Products International, Inc. 344 Cypress Road. Ocala, FL 34472-3108. 1-800-772-2846. Fax: 1-352-687-4961.
Educational toys, model kits, science toys, animal figures.

Argus Posters for Education. P.O. Box 6000, Allen, TX 75002-1304. Orders: 1-800-527-4748.
Colorful posters and award certificates which can be purchased in volume batches for prizes.

Arizona Renaissance Festival. 12601 East Highway 60, Apache Junction, AZ 85219. 1-520-463-2600. Fax: 520-463-2026.
Medieval festival runs for 6 weeks yearly starting in February. Flyers, study guides, posters.

Building Blocks. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.

Carson-Dellosa. P.O. Box 35665. Greensboro, NC 27425-5665. 1-800-321-0943. Fax: 1-800-535-2669.
Instructional materials, bulletin boards, charts, clip art, books, rubber stamps, blocks.

Child Graphics Press. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities.

Children's Book Council. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.

Dakin, Inc. P. O. Box 7200--Order Department, San Francisco, CA 94120-9977. 1-800-227-6598.
Linda Pazola, local sales representative will show samples and take orders, 602-493-1773. Minimum order $250.00.

DEMCO, Inc. P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Kids Love Libraries : new ways to inspire today's kids, 1995 catalog. Books, puppets, bookbags, bookmarks, posters, display racks and library furniture, designed for kids.

Devonshire Renaissance Faire. City Of Phoenix, Parks, Recreation & Library Dept. 2802 E Devonshire. Phoenix, AZ 85016. 602-256-3130. Fax: 602-262-6001.
Coordinates activities and performances for annual Devonshire Renaissance Faire at Los Olivos Park, Phoenix, Arizona on 9/27-9/28/97. Contact for information.

Gryphon House, Inc.: Early Childhood Teacher Books. P.O. Box 207. Beltsville, MD 20704-0207.

1-301-595-9500, Toll Free 1-800-638-0928. FAX: 301-595-0051.
Publishes activity books, including fingerplays, crafts, art, science, math, celebrations and holidays.

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800.
1-800-438-1637.
Library promotions, including puppets, posters and bookmarks.

Hot Rod Magazine. P.O. Box 51397, Boulder, CO 80323-1397, Attn: Frederick R. Waingrow, President
A possible source of sports related incentives to offer as prizes.

Inside Stuff. The Quarter Group Inc. , 2155 Butterfield, Suite 200, Troy, MI 48084-3423, Attn: Media Programs - Karen Ashnault
A possible source of sports related incentives to offer as prizes.

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300.1-800-877-5242.
Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

J.L. Hammett Co. P.O. Box 660420, Dallas, TX 75266-0402. 1-800-333-4600. Fax: 1-800-873-5700.
Teacher resources, classroom supplies, art & craft materials, furniture & equipment.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.
Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Jr. Drag Racer. P.O. Box 5555, Glendora, CA 91740-0950, Attn: Promotions Manager-Diane Harlander
A possible source of sports related incentives to offer as prizes.

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200.
Fax: 800-245-1329.

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.
Inexpensive rubber stamps of all sorts.

Kimbo Educational, Department R, P.O. Box 477, Long Branch, NJ 07740-0477. 1-800-631-2187.
Cassettes, records, filmstrips, videos and read-alongs useful for storytime activities.

Kipp Brothers, Inc. P.O. Box 157, Indianapolis, Indiana 46206. 1-800-428-1153. Fax: 1-800-832-5477.
Toys, novelties, gifts, carnival & party items.

Lakeshore Learning Materials. P.O. Box 6261, Carson, CA 90749. 1-800-421-5354. Fax: 1-310-537-5403. Arts & crafts supplies, games, puzzles, music instruments, blocks, toys.

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.
140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. $50 per volume plus $3 shipping.

Listening Library: Literature Based Media For Children And Adults. 1 Park Avenue, Old Greenwich, CT 06870-1727. 1-800-243-4504.

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Carries wonderful characters, puppets and dolls to go with favorite children's books: Curious George, Pippi Lonstocking, Madeline, Winnie the Pooh, Clifford, etc.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.
Catalog includes a range of inexpensive trinkets and promotional items. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials.

Racing for Kids. Griggs Publishing Company Inc. P.O. Box 500, Concord, NC 28026-0500, Attn: Robert E. Griggs Jr.
A possible source of sports related incentives to offer as prizes.

Really Good Stuff. A division of Filmic Archives, The Cinema Center. Botsford, CT 06404. Customer service: 203-261-1920, or orders: 1-800-366-1920.
Posters, bookmarks, stickers, buttons, trophies and other learning materials for librarians and teachers.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.
1995-96 Catalog has lots of Olympics related incentives: award ribbons, stickers, collectible buttons, friendship bracelets.

S & S Educational Products; S & S Arts and Crafts. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232 or (203) 537-3451.
Craft kits and supplies geared toward youth groups and crafts groups.

Shapes ETC. 8840 Rt. 36. P.O. Box 400, Dansville NY 14437. 1-800-888-6580.
Die-cut shapes e.g. bears, hearts, etc. Also stencils, rubber stamps and bookmarks - most of the paper "shapes" come 3" x 3" or 5"x7".

Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437. FAX: 1-800-853-TOYS (8697)
Various trinkets, small toys, prizes, stickers, and treasure chests.

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.
Stickers and toys.

Sports Illustrated for Kids. Time Inc. - Time Life Building. Rockefeller Center, New York, N.Y. 10020-1393, Attn.: Promotion Manager -Pamela T. Dey
A possible source of sports related incentives to offer as prizes.

T. S. Dension and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 1-800-328-3831.
Discovery themes information cards which contain reading and art activities on various topics.

Tuff Stuff. P.O. Box 751901, Charlotte, NC 28275-1901
A possible source of sports related incentives to offer as prizes.

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-761-5900. FAX: (816) 761-9295
Inexpensive novelties and toys to use as incentives.

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.
Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries. Catalog 7 (p.12-13) has materials with the theme: WIN WITH READING.

Wonderstorms. c/o World Almanac Education, P. O. Box 94556, Cleveland OH 44101-4556. 1-800-321-1147.
Posters, bookmarks, mobiles, displays, to promote reading. Catalog covers many themes.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8
A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. $1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.
For children 3 to 10: fun ways to learn geography. 1990. $.50,. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.
Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.
Some science basics plus fun activities for parents and children to do jointly. 1992 $3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.
Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.
1992. $.50,. Item 415Z. 23pp.

TIMELESS CLASSICS.
Lists nearly 400 books published before 1960 for children of all ages. 1991. $.50,. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.
Fun ideas to connect real life experiences with mathematics. 1991. $.50,. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.
1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.
1992. 25pp.

LIBRARIAN'S FAVORITE:
BEST BOOKS FOR CHILDREN'S PROGRAMMING

Can you find it?: 25 library scavenger hunts to sharpen your research skills..
McCutcheon, Randall. Revised edition. Minneapolis, MN. Free Spirit Publishers, c1991.

Channels to Children: Early Childhood Activity Guide for Holidays and Seasons.
Beckman, Carol A. Colorado Springs, CO. Channels to Childrens, 1982.
A handbook containing crafts, finger plays, songs and stories for felt, and patterns to use and arranged in thematic categories according to seasons or holidays.

Copycat Magazine. Racine, WI, Copyct Press.
When planning programs for young people, *Copycat Magazine* is undoubtedly the source used most frequently by all members of the Youth Service Department at our library. While *Copycat* is advertised as a classroom tool of "ideas and activities for K-3 teachers", our staff has found this magazine indispensable in our day-to-day functions at the library. We use its colorful and informative calendar each month as the focal point of our bulletin board. *Copycat's* seasonal and thematic units provide us with stories, bibliographies, crafts, songs and reproducible artwork for use in our storytimes and other programs. Each issue covers two month's worth of activities and includes information about special days. The artwork is simple and somewhat whimsical yet it remains appealing to both children and adults. If your library can't afford a full-time artist-in residence, then become a guilt-free "copycat" by subscribing to this wonderful magazine. Write to: Copycat Press, P. O. Box 081546, Racine, WI, 53408-1546. At $16.95 a year for five issues, it's a bargain! (P.S. No issue is published during July/August but you'll be too busy with your summer reading program to even notice!)

Connecting Young Adults and Libraries: a how-to-do-it manual. (How to do it manuals for libraries series).
Patrick Jones. New York. Neal-Schuman, 1992.
Young adults' libraries --Administration.

Creative Resources for the Early Childhood Classroom.
Herr, Judy. Albany, N.Y. Delmar Publishers, 1990.
Thematic units containing fingerplays, songs, books, recipes, art activities, developmental skill activities, games, creative drama, and music.

Everyday Circle Times.
Wilmes, Liz and Dick. Elgin Illinois. Building Blocks, 1983.
Thematic units with ideas for displays, songs, fingerplays, recipes, field trips, books and games.
Also: The Circle Time Book? 1982
Yearful of Circle Times, 1989
More Everyday Circle Times, 1992

Flannelboard Fun A Collection of Stories, Songs and Poems.
Brigg, Diane. Metuchen, NJ. Scarecrow Press, 1992.
Discusses how to make a felt board and felt figures and offers other suggested activities. Includes 28 stories and rhymes with patterns for felt figures and a bibliography of resources for storytime programming.

Library Puzzles and Word Games for Grades 7-12.

Smallwood, Carol. Jefferson, NC. McFarland & Company, c1990.
Library orientation for junior high school students. Junior high school libraries -- Activity programs.

Picture Book Story Hours: From Birthdays to Bears.
Sitarz, Paula Gaj. Littleton, CO. Libraries unlimited 1987.
Includes an introduction on putting a Storytime together with thematic chapters following. Each chapter discusses publicity, presentation, read aloud books, fingerplays, songs, story presentation ideas (felt board, tell and draw, etc.) and films. Includes an appendix for other resources aids in programming.

Also: *More Picture Book Story Hours. From Parties to Pets.*

A Planning Guide to the Preschool Curriculum .
Sanford, Anne R. Winston-Salem, NC. Kaplan Press, 1983.
Each section of the book is divided into a weekly theme with sub-themes with levels of skill development. Units contain crafts, activities, recipes, finger plays, songs, and storytelling ideas.

Ring A Ring O 'Roses: Fingerplays for Pre-School Children.
Flint Public library, 1026 E. Kearsley, Flint, MI. 48502. (313) 232-7111
A collection of alphabetically arranged fingerplays with subject index.

The Storytime Sourcebook .
Cullum, Carolyn N. New York. Neal-Schuman Publishers, 1990.
Divided into thematic sections giving suggestions for filmstrips/films, books, craft, activities, songs and fingerplays.

Story S-T-R-E-T-C-H-E-R-S: Activities to expand Children's Favorite Books.
Raines, Shirley C. Mount Rainier, ND. Gryphon House, 1989.
Chapters are arranged around a theme with each theme containing several feature books. Each feature book has ideas for crafts, creative drama, science and recipe activities, books, fingerplays and songs.

Also: Story S-T-R-E-T-C-H-E-R-S. 1991.

Theme-A-Saurus: The Great Big Book of Mini Teaching Themes .
compiled by Jean Warren. Everett, WA. Warren Publishing House, Inc., 1989
Each thematic unit contains a variety activities designed for preschool children. Each unit has art and science activities, recipes, fingerplays, and songs and at the end there is a bibliography of books to each theme.

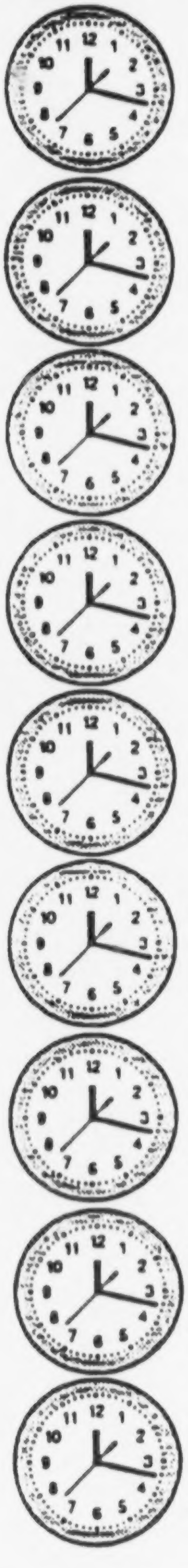
Theme-A-Saurus II: The Great Big Book of Mini Teaching Themes .
Compiled by Jean Warren, Everett, WA. Warren Publishing House, 1990.
A companion volume to *Theme-A-Saurus* with additional themes containing art and science activities, recipes, games, fingerplays and songs.

Young Adult Program Idea Booklet.
Wisconsin Library Association. Children's and Young Adult Services Section. YA Task Force. Madison, WI. Wisconsin Library Association, 1991.
Young adults--Books and reading. Young adults' libraries

Books I have spent time enjoying!

Number of Minutes Read
(color in the clock)

Titles Read



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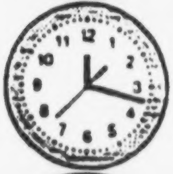

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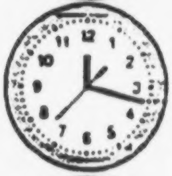

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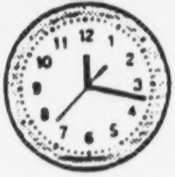
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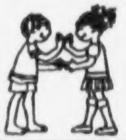
Participated in the 1998 Arizona Reading Program

Readers of the Round Table

Admit one child free, to The Phoenix Zoo, when child is accompanied by a regularly priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must have a ticket to present for admission. May not be combined with other offers or redeemed for cash.



The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

This offer expires October 31, 1998.

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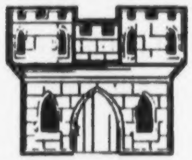

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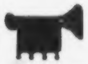
This offer expires October 31, 1998.

The Phoenix Zoo

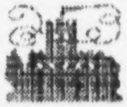


Participated in the 1998 Arizona Reading Program

Readers of the Round Table

Admit one child free, to The Phoenix Zoo, when child is accompanied by a regularly priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must have a ticket to present for admission. May not be combined with other offers or redeemed for cash.

The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona
This offer expires October 31, 1998.



The Phoenix Zoo

350

349

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SPECIAL READERS COUPON!

KIDS 5-12 FREE

Receive One Free Child's Ticket with One Full Price Adult Ticket

$6.00 VALUE • Under 5 Always FREE

KIDS! (AGES 5-12)
Enjoy Your Day at the Festival for Participating in the 1998 Arizona Reading Program!

This coupon is valid at 1999 Festival Main Gate ticket booth only. 1 ticket per coupon. NOT VALID in conjunction with a Fry's discount ticket or any other discount offer. No purchase required for a coupon. Available while supply lasts. Not for resale. Limit one coupon per person.

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ARIZONA READING PROGRAM EVALUATION

Please help us evaluate the 1998 Kentucky-Arizona Reading Program (ARP).

> Please photocopy and complete the form. Return it to Linda McCleary at the Department of Library, Archives and Public Records, Library Extension Division, 1100 W. Washington Avenue, Phoenix, Arizona 85007, no later than **September 15, 1998**.

Thank you for your cooperation!

1. Library Name: ____________________

   Address: ____________________

   ____

   Children's Services Contact Person: ____________________ Phone No.: ____________

   Job Title: ____________________

2. Are you interested in serving on the 1999-2000 ARP Committee? Yes ☐ No ☐

3. What was the primary goal of your ARP this year? ____________________

   ____

   How did you measure achievement of this goal?
   (please check any that apply)

Quantitative Measures (Mandatory)

	Yes	No
Statistics	☐	☐

Qualitative Measures (Pick at least one)

1. Focus Groups	☐	☐	or
2. Peer Evaluation			or
Unobtrusive Observation	☐	☐	or
Questionnaire	☐	☐	
3. Fast Response Survey			
Questionnaire	☐	☐	
Focus Group	☐	☐	

4. Attitudinal Measurement		
Interview	☐	☐
Focus Group	☐	☐
Questionnaire	☐	☐
Observation	☐	☐

Using your qualitative measures:

What difference does the Arizona Reading Program make your Library?

____

____

____

____

What difference does the Arizona Reading Program make to your community?

____

____

____

____

MANDATORY STATISTICS

OPTIONAL COMMENTS

PROGRAM STATISTICS

4. **Number of all youths registered**

(break down by age if possible or just give total)

Children (ages 0-14) ____

Young Adults ages (15+) ____

Total: ____

5. **Total number of weeks in your Children's Program (ages 0-14)** ______

In your Young Adult Program (if separate) (ages 15+) ______

4. **Population of Legal Service Area (ages 0-5*)** ____

Population of Legal Service Area (ages 5-14) ____

Population of Legal Service Area (ages 15+) ____

Total: ____

Population of Legal Service Area (all ages) ____

***Available by using the % value in the County and City Data Book**

5. **Date(s) your program began**

____

Date(s) your program ended

____

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MANDATORY STATISTICS

6. Number of FTE involved in your Program ____
   Number of Adult Volunteers Involved ____
   Number of Youth Volunteers Involved ____

7. Total number of volunteer hours contributed to the program ____

8. Total number of meetings, special events programs etc. held during your Arizona Reading Program ____

   Programs (definition): are any activity which informs, educates, motivates or entertains children, while promoting library use.

   Total number of children and adults attending each event (estimate is okay)

i ____
ii ____
iii ____
iv ____
v ____
vi ____
vii ____
viii ____
ix ____
x ____
xi ____
xii ____

(Continue your list on the back of this page, if necessary).

9. Were any special needs children involved in your program?

   Yes ☐ No ☐

   If yes, please explain:

   ____
   ____
   ____
   ____
   ____

OPTIONAL COMMENTS

6. Was staffing adequate to support your program?

   More than adequate ☐
   Adequate ☐
   Inadequate ☐

8. Please describe one of your most successful programs

   ____
   ____
   ____
   ____
   ____

Please list local sponsors of your program:

____
____
____
____
____

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MANDATORY STATISTICS OPTIONAL COMMENTS

PROGRAM BUDGET

10. Overall program budget for all library programs in 1997 $________

11. Your local budget for ARP Program $________

Contribution by Friends of Library $________

Amount contributed by other sources $________

Total ARP program budget $________

11. How would you rate the adequacy of of your ARP budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

12. Are there any public school or private school teachers in your locality who would be willing to share the May 1998 and September 1998 reading level scores of their students with the State Library? We do not need student's names; we just need statistical information to support the ARP premise that reading during the summer increases or maintains a child's reading level. Please have the teacher(s) contact Linda McCleary directly at: Library Extension Division, Department Of Library, Archives and Public Records, 1100 W. Washington, Phoenix, AZ 85007; 1-800-255-5841 (AZ only), 602/542-5841; FAX: 602/256-6372 or e-mail: limccle@dlapr.lib.az.us

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop in October.

Thank you for your participation in this survey.

An optional questionnaire regarding the ARP manual and promotional items follows.

EVALUATION OF ARIZONA READING PROGRAM MANUAL AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reading Program manual?

Useful ☐ Somewhat useful ☐ Not useful ☐

What suggestions do you have for improving the manual? ____________________

____

____

What difference does the manual for the Arizona Reading Program make to your library? ____________________

____

____

2. How would you rate the other materials provided by the Arizona Department of Library, Archives and Public Records.

Free Items	Useful	Somewhat Useful	Not Useful
Activity Sheets	☐	☐	☐
Bags	☐	☐	☐
Bookmarks	☐	☐	☐
Clip Art	☐	☐	☐
Reading Log Tabloid	☐	☐	☐
Posters	☐	☐	☐

Cost Items	Useful	Somewhat Useful	Not Useful
Key rings	☐	☐	☐
Pencils	☐	☐	☐
Badges	☐	☐	☐
Stickers	☐	☐	☐
Canvas Bags	☐	☐	☐
Wrist Straps	☐	☐	☐
T-Shirts & Polo Shirts	☐	☐	☐
Bookmarks (Liquid Crystal)	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Department of Library, Archives and Public Records?______________________________

____

____

What difference does the availability of these materials make to your library?______________________________

____

____

3. What themes would you like to propose for future ARP programs?______________________________

____

____

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop in October.

Thank you for your participation and evaluation of the 1998 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.